

MASTER PLAN FOR EDUCATION



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2011-2012 UPDATE**

2011-2012 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES



Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2011-2012 UPDATE
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Santa Monica Community College District
MASTER PLAN FOR EDUCATION, 2011-2012
INTRODUCTION

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. In Fall 2011, the College will again engage in the long-term strategic planning process, and the results will be reflected in the 2012-2013 *Master Plan for Education Update*.

A review of the College's Vision, Mission, and Goals statements during the last strategic planning effort (which began in 2006) resulted in a substantive revision through which the four Institutional Learning Outcomes have become the central focus of institutional goals. Additionally, four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified.

This 2011-2012 update incorporates all of the efforts initiated over the last two years to more clearly document linkages within the overall institutional planning process—mapping each institutional objective to one or more of the Institutional Learning Outcomes Supporting Goals in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions; including, as appropriate for each objective, references to strategic initiatives and action plans, program review recommendations, Board of Trustees Priorities, Academic Senate Objectives, accreditation recommendations and self-identified plans, and other planning documents; identifying an estimated cost and funding source (with a descriptive budget narrative) for each institutional objective; and describing methods to accomplish each specific objective and anticipated outcomes.

This update includes documentation of DPAC's evaluation of the responses to the 2010-2011 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (78.5% of the fourteen 2010-2011 institutional objectives were judged to be either Completed [57.1%] or Substantially Completed [21.4%], and the remaining three objectives were categorized as Addressed.) Finally, in an effort to make this planning document more complete and a more useful reference, a number of related planning documents are being included as references:

- Strategic Initiatives and Action Plans
- Program Review Annual Report
- Board of Trustees Priorities
- Accreditation 2010 Recommendations
- Accreditation 2010 Self-Study Planning Agenda
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2011-2012, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with a particular emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

This final document is the result of review and approval by the District Planning and Advisory Council.

Santa Monica Community College District
MISSION, VISION, AND GOALS

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Mission

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

Vision and Core Values

Santa Monica College will be a leader and innovator in student learning and achievement. Santa Monica College will prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment.

As a community committed to open inquiry that encourages dialog and the free exchange of ideas, Santa Monica College will serve as a model for students in the practice of its core values: intellectual inquiry, research-based planning and evaluation, democratic processes, communication and collegiality, global awareness, and sustainability.

Goals

To achieve this vision, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

Approved by Board of Trustees: May 12, 2008



Santa Monica Community College District

Master Plan for Education – Institutional Objectives, 2011-2012

Approved by District Planning and Advisory Council July 27, 2011

Number	Institutional Objectives - New
#1	To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.
#2	To develop and implement a plan to avoid an operating deficit.
#3	To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.
#4	To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.
#5	To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.
#6	To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.
#7	To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.
#8	To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.
#9	To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.
Institutional Objectives – Continued from 2010-2011	
#10	To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.
#11	To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.



Santa Monica Community College District
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2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1					Responsible Area(s)
To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.					<ul style="list-style-type: none"> • Enrollment Development/Institutional Research • DPAC • Academic Senate Joint Institutional Effectiveness Committee
Map to Institutional Learning Outcomes Supporting Goals					
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment	
Addresses the following Strategic Initiatives					
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education					
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):					
Program Review (Research 1 and 2)					
<ol style="list-style-type: none"> 1. Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly. 2. Provide training and support for programs in the creation and use of on-line survey tools. 					
Board Goal 1:					
Create a “culture of evidence” based on data. Develop an “institutional dashboard” to reflect and monitor institutional effectiveness and student progress.					
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>					
To produce a functional “institutional dashboard,” Institutional Research will collaborate with the Academic Senate Joint Institutional Effectiveness Committee to (1) facilitate discussions with campus constituents on identifying the appropriate performance indicators and targets to measure institutional effectiveness, and (2) disseminate the findings to appropriate campus groups for use of data.					
<i>Estimated Cost:</i> Staff time for planning and training			<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i>					



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OBJECTIVE 2				
To develop and implement a plan to avoid an operating deficit.	Responsible Area(s) <ul style="list-style-type: none"> • Business/Administration • Enrollment Development • Academic Affairs • DPAC/Budget Planning Subcommittee 			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
Addresses the following Strategic Initiatives				
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education				
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):				
2010 Accreditation Self Study Report				
The college will develop a plan to reduce the structural operating deficit (IIID.1(b), IIID.1(c), IIID.2.(c))				
Board Goal 4				
Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
For 2011-2012, the College will monitor spending by implementing a “burn rate” report for each cost center. The report will be reviewed on a quarterly basis, and if needed, an earlier spending deadline will be established.				
<i>Estimated Cost:</i> Staff time for planning		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i>				



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OBJECTIVE 3					Responsible Area(s)
To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.					<ul style="list-style-type: none"> • Business/Administration • Academic Affairs • Facilities • Information Technology • DPAC/Facilities and Technology Planning Subcommittees
Map to Institutional Learning Outcomes Supporting Goals					
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment	
Addresses the following Strategic Initiatives					
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education					
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):					
2010 Accreditation Self-Study					
The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line item (IIID.1(b))					
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>					
For 2011-12, the College has budgeted \$500K for technology infrastructure updating, equipment, and maintenance to replace the previously funded monies from the State in addressing priorities to be determined through the annual technology planning process.					
Estimated Cost: Staff time; annual funding allocations at level determined to be feasible			Funding Source: <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential		
Budget Planning Narrative: Establish annual allocations in District unrestricted general fund					



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OBJECTIVE 4		<i>Responsible Area(s)</i>		
To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.		<ul style="list-style-type: none"> • Sustainability • Institutional Communications/ Government Relations • Student Affairs/Transportation • Associated Students • DPAC/ACUPCC Task Force 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
Addresses the following Strategic Initiatives				
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education				
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):				
ACUPCC Task Force Climate Action Plan				
Board Goal 3				
Continue advocacy on the local, state and national level for mass transit solutions including a Santa Monica College station for Expo and continuation of the “Any Line, Any Time” program.				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
<ol style="list-style-type: none"> 1. Create a joint subcommittee of the ACUPCC Sustainability Task Force and the College Services Subcommittee. 2. Consult with local transportation advocacy groups to identify strategies for improving transportation at SMC. 3. Work with the City of Santa Monica Office of Sustainability and the Environment and the Transportation Planning Department to align SMC transportation plan with the City’s LUCE objectives. 4. Use analysis of relevant data to guide plan development. 5. Review transportation best practices at other colleges/universities. 				
<i>Estimated Cost:</i> Staff time for planning		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> Seek grant funding to supplement existing resources				



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<p>OBJECTIVE 5</p> <p>To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.</p>	<p>Responsible Area(s)</p> <ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Academic Senate • Associated Students (<i>pending A.S. approval</i>) 			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Stable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following Strategic Initiatives</p> <p style="text-align: center;"> <input type="checkbox"/> Basic Skills <input checked="" type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education </p>				
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <p>Academic Senate Objective #4 – Support the signing of “The Democracy Commitment” by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.</p> <p>Global Council Priority – Use “The Democracy Commitment” to bring more attention to the citizenship part of Global Citizenship.</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Collaborate with Associated Students to develop the scope and strategies for meeting the objective; communicate with Department Chairs and other faculty groups and organizations to gather appropriate information; communicate with administrators and faculty members who oversee relevant areas and programs.</p>				
<p><i>Estimated Cost:</i> Staff time for conducting review</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i></p>				



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OBJECTIVE 6					Responsible Area(s)
To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.					<ul style="list-style-type: none"> • Academic Affairs • Learning Resources • Academic Senate Joint Instructional Support Services Task Force • Management Information Systems
Map to Institutional Learning Outcomes Supporting Goals					
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment	
Addresses the following Strategic Initiatives					
<input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education					
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):					
Program Review (Support Services 17 and 18)					
17. Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.					
18. Explore different models for delivering tutoring and lab support including evolving skill sets needed by support of on-line access to resources, centralized locations, maximizing hours of operation, and minimizing duplication of service.					
Recommendation of the ACCJC Visiting Team #5					
The team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus.					
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>					
<ul style="list-style-type: none"> • The Dean of Learning Resources, the Associate Dean of Student Success Initiatives, the Project Manager of Supplemental Instruction, and the Student Instructional Support Committee will work collaboratively to implement activities identified in the Academic Senate Tutoring Joint Committee Update Report (Spring 2011) to improve effectiveness of tutoring. • The Joint Committee will work with Institutional Research to analyze data collected through the “tutor-tracking” system in order to make recommendations regarding both short- and long-term plans. • The Dean of Learning Resources will work with involved parties to standardized operations where possible (e.g., budget reporting methods, data collection, marketing, tutor training, etc.). 					
<i>Estimated Cost:</i> Staff time for developing plan and possible additional staffing costs for implementing short-term strategies			<i>Funding Source:</i> <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> Fund the institutionalization of Supplemental Instruction, Writing Center, and Tutoring Centers effective practices					



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OBJECTIVE 7		Responsible Area(s)		
To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.		<ul style="list-style-type: none"> • Academic Affairs • Student Affairs 		
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
Addresses the following Strategic Initiatives				
<input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education				
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):				
Board Goal 1				
Improvement student achievement with particular emphasis on addressing basic skills education Strengthen, expand, and promote workforce/career technical programs and provide basic skills support				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
The recently formed Student Instructional Support Committee will work in collaboration with Student Success (BSI) to develop a phase-in plan to institutionalize student success strategies. Services will also extend to Career Technical programs and transfer-level disciplines.				
<i>Estimated Cost:</i> Cost of continued funding of these initiatives at the current service level and additional funding required for any augmentation of service		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> Fund the institutionalization of effective practices; continue to seek grant funding to supplement				



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OBJECTIVE 8					Responsible Area(s)
To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.					<ul style="list-style-type: none"> • Business and Administration/Facilities • Human Resources • Information Technology • DPAC Planning Subcommittees: Budget, Facilities, Human Resources, Technology
Map to Institutional Learning Outcomes Supporting Goals					
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment	
Addresses the following Strategic Initiatives					
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education					
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):					
2010 Self-Study					
The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line item. IID.1(b))					
Board Goal 3					
Continue to adopted sustainability designs and practices for construction and maintain effective staffing for maintenance and operation of facilities.					
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>					
For 2011-12, the College has budgeted \$250K for scheduled maintenance projects, capital improvements, and infrastructure updating to replace prior State funding. The Facilities Department will work with college departments and planning entities to establish priorities.					
<i>Estimated Cost:</i> Staff time for planning; cost of any additional staffing, equipment, and supplies required to align service levels with newly defined standards			<i>Funding Source:</i> <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> Establish annual allocation in District unrestricted general fund					



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<p>OBJECTIVE 9</p> <p>To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.</p>	<p>Responsible Area(s)</p> <ul style="list-style-type: none"> • Senior Director, Institutional Advancement/Foundation Director • Institutional Development • Grants • Workforce and Economic Development 			
Map to Institutional Learning Outcomes Supporting Goals				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
Addresses the following Strategic Initiatives				
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education				
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):				
<p>Program Review (Budget 11) Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.</p> <p>Board Goal 2 Strengthen and expand the fundraising capacity of the SMC Foundation. Pursue and obtain federal funds as well as other grant opportunities</p> <p>Board Goal 4 Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives.</p>				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
The Resource Development Group (Executive Vice President; Acting Dean, Institutional Development, Director, Grants; Dean, Workforce and Economic Development; and Interim Foundation Director) will develop a draft plan.				
Estimated Cost: Staff time for planning			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential	
Budget Planning Narrative:				



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<p>OBJECTIVE 10</p> <p>To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.</p> <p><u>2010-2011 Institutional Objective #12</u> Use the ongoing Management Information Systems analysis of computer systems (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><u>2009-2010 Institutional Objective #9</u> Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources (HRS) and employee databases.</p>	<p>Responsible Area(s)</p> <ul style="list-style-type: none"> • Human Resources • Fiscal Services/Payroll • Academic Affairs • Student Affairs 			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following Strategic Initiatives</p> <p style="text-align: center;"> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education </p>				
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <p>Recommendation of the ACCJC Visiting Team #6 The team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources systems (ISIS and HRS) to reduce the error rate and to ensure that data integrity is maintained.</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Meetings are necessary with academic affairs and student affairs staff responsible for assignment input in ISIS, the payroll, fiscal and human resources departments to create reasonable timelines in conjunction with the HRS entry deadlines for the following: data entry in ISIS, reconciliation of problems with the ISIS generated reports (account listing), and account number corrections. These joint meetings should take place quarterly, with the first meeting scheduled during the month of October 2011. Human Resources staff, specifically, will receive ongoing training through the Los Angeles County Office of Education and work collaboratively with the Santa Monica College Information Technology staff to ensure that database information regarding employees is properly input and maintained.</p>				
<p><i>Estimated Cost:</i> Staff time for training</p>			<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>	
<p><i>Budget Planning Narrative:</i></p>				



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OBJECTIVE 11 To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development. <u>2010-2011 Institutional Objective #8</u> Assess current professional development activities to inform the development of a professional development plan for implementation in 2011-2012.		Responsible Area(s) <ul style="list-style-type: none"> • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee 		
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education				
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> Recommendation of the ACCJC Visiting Team #8 The team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement teaching and learning.				
Program Review (Institutional Support 23 and 24) 23. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration and collegiality. 24. Examples of topics for which there is an expressed desire for workshops include interpersonal communication, ergonomics, presentation by the bookstore on tips for ordering textbooks that save students money.				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> A new faculty survey focused on teaching and learning needs is currently under development by the Academic Senate Professional Development Committee. Once completed, information gathered will influence the content of subsequent professional development workshops. A CSEA professional development committee has not yet been formed, although the idea has been discussed during contract negotiations.				
<i>Estimated Cost:</i> Staff time for planning and alignment of current funding with newly established priorities		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> Continue to seek grant funding to supplement existing funding for professional development activities				

INSTITUTIONAL OBJECTIVES / PLANNING DOCUMENTS	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Goals and Priorities	Academic Senate Objectives	Other Planning Documents
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.	✓			✓		
2. To develop and implement a plan to avoid an operating deficit.		✓		✓		
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.			✓			Self-Study
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓	✓		ACUPCC Climate Action Plan
5. To support the signing of the “The Democracy Commitment” by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.					✓	
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓	✓	✓			
7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.			✓	✓		

INSTITUTIONAL OBJECTIVES / PLANNING DOCUMENTS	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Goals and Priorities	Academic Senate Objectives	Other Planning Documents
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.			✓	✓		Self-Study
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.	✓			✓		
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.		✓				
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.	✓	✓				



Santa Monica Community College District
INSTITUTIONAL OBJECTIVES, 2010-2011

Number	Institutional Objective - Topic
#1	Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.
#2	Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.
#3	Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.
#4	Develop and implement, with a plan for evaluation, revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.
#5	Implement the online curriculum management system.
#6	Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.
#7	Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.
#8	Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.
#9	Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.
#10	Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).

Completion of 2009-2010 Institutional Objectives	
#11	<p>Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</p> <p><i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i></p>
#12	<p>Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i></p>
#13	<p>Implement the planned upgrade of the SMC website.</p> <p><i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i></p>
#14	<p>Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1			<i>Responsible Area(s)</i>
Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.			<ul style="list-style-type: none"> • DPAC • Institutional Research • BRIC/TAP Team
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment: Planning through the BRIC/TAP initiative laid the groundwork for this assessment, but the actual development and implementation of the specific mechanisms will need to unfold as part of the strategic planning process, beginning in Fall 2011.			
RESPONSE			
<p>This objective was selected as one of the projects to be addressed through the BRIC/TAP initiative. The DPAC Chair and Vice Chair worked with the BRIC/TAP consultants to develop the following possible assessment mechanisms for the overall institutional planning process:</p> <ul style="list-style-type: none"> • List all of the institutional objectives for the last five years and determine how many of them addressed one or more of the strategic initiatives, measure the level of completion for these objectives, and determine whether the objectives were effective. • Measure the level of completion of all institutional objectives both for each year and across the five years. • Work with Institutional Research to develop a means of gathering qualitative data from participants regarding the level of satisfaction with the institutional planning process and the perception of its effectiveness either through a survey instrument or a focus group approach with two or three overarching questions. <p>The five-year institutional objectives review by DPAC can commence as soon as the 2011-2012 <i>Master Plan for Education Update</i> has been completed. In early Fall 2011, DPAC will determine which direction to take regarding qualitative assessment and work with Institutional Research to develop either a survey instrument or a focus group protocol.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2			<i>Responsible Area(s)</i>
<p>Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i>, beginning with the 2011-2012 update</p>			<ul style="list-style-type: none"> • Institutional Research • Academic Senate Joint S/ILO Committee • BRIC/TAP Team • DPAC
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
<p>The first annual Institutional Effectiveness Report, produced and disseminated by the Office of Institutional Research, addresses institutional performance relative to effectiveness measures aligned with the College’s five institutional learning outcomes supporting goals—Innovative and Responsive Academic Environment, Supportive Learning Environment, Supportive Collegial Environment, Stable Fiscal Environment, and Sustainable Physical Environment. Within the report, an extensive Institutional Effectiveness Matrix provides baseline measures. (An early version of the Matrix was included in the 2010-2011 <i>Master Plan for Education</i> update.) The 2011-2012 academic year will be spent examining the baseline measures and determining targets and goals to inform development of the “Institutional Dashboard” as well as refining the Matrix itself.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3			Responsible Area(s)
Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.			<ul style="list-style-type: none"> • Academic Affairs (Workforce and Economic Development) • Academic Senate Joint CTE Committee
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
<p>The regional economic Scan was produced by the Academic Senate Joint Career Technical Education (CTE) Committee and presented during Summer and Fall 2010 to the Academic Senate Executive Committee, the Academic Senate, SMC faculty and staff, and to the Board of Trustees. Briefly, the results of the scan showed the following:</p> <ul style="list-style-type: none"> • Every CTE program is serving significant needs in the local job market. • Several opportunities exist for expansion. • Enhancing CTE programs could involve the following: <ul style="list-style-type: none"> – Continued program development in Promo Pathway, Medical Lab Technician, and Recycling Resource Management. – Integration of marketing with the completion of comprehensive view books for all programs. – A greater emphasis on professional development for counselors so they gain a broader understanding of career pathways. – Student achievement data collection and analysis. – Review and correction of TOP and SAM codes for CTE courses. <p>CTE goals for 2011-2012 include:</p> <ol style="list-style-type: none"> 1. Ensure that technology needs for CTE high-growth programming and careers is an integral part of the SMC <i>Master Plan for Technology</i>. 2. Conduct research and create a task force to understand and address the Basic Skills needs of CTE students to improve student success and completion rates in CTE programs. 3. Complete the CTE program completers/leavers survey to better track student success and understand the impact of SMC educational services received. 4. Explore a wider range of CTE interdisciplinary programs. 5. Improve support services for CTE students. 6. Integrate mobile device technology into the classrooms. 7. Continue cluster approach to marketing, including CTE view book and other media to highlight vocational programs. Integrate marketing into the new college branding initiative. 			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Academic Affairs • Institutional Development • Grants • College of the Future Committee • Academic Senate
Develop and implement, with a plan for evaluation, revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
<p>Santa Monica College has historically enjoyed considerable success in the area of revenue-generating educational initiatives. A review of additional opportunities was initiated in calendar year 2009, and a comprehensive memorandum, "Creating the Community College of the Future," was released in February 2010. The review was motivated by the funding crisis facing California's public sector, and looked at expanding student pathways to lower division and baccalaureate completion. The review also identified the need for legislative remedy with regard to the calculation of nonresident tuition. A number of outcomes were achieved in 2010-2011:</p> <ul style="list-style-type: none"> • AB 2297 – AB 2297, sponsored by Santa Monica College, was chaptered September 24, 2010. The legislation amends education code with regard to the calculation of nonresident tuition. Existing law resulted in nonresidents paying a lower tuition fee than in prior years. AB 2297 allows districts to base nonresident tuition fees on the amount that other states comparable to California in cost-of-living charge their nonresidents. SMC has exercised this new authority starting in Summer 2011. Using AB 2297, SMC established a nonresident tuition and capital fee of \$239 per unit; without AB 2297, the maximum would have been \$198 per unit, creating an estimated difference of approximately \$4 million in revenue for 2011-12. • Contract education credit courses for international nonresidents – Workload reductions imposed by the state beginning in 2009-10 have presented difficulties for F-1 visa students who require 12 units to maintain visa status. Beginning in Fall 2010, SMC has offered a limited number of credit classes through contract education to international nonresidents. • AB 515 – This bill, sponsored by Santa Monica College, would amend the education code to authorize community colleges to offer credit classes through an extension program at no cost to the state. The bill passed the Assembly in June 2011 and is being held over by the author, Assemblymember Julia Brownley, as a two-year bill. The bill raised significant policy questions for the decision-makers, such as whether a full-cost community college education violates the principles of the Master Plan or whether the Master Plan is already broken given the dramatic reduction in access to community college courses. 			

The measure triggered intense debate within the community college system about how to most effectively address student access at a time of growing demand, severe budget cuts and limited course sections. Debate of this bill has highlighted the devastating impacts of closing access to hundreds of thousands of students and the harsh reality that there are no easy solutions without additional revenues. The issue of how best to expand college access and improve student completion within the current fiscal environment will no doubt continue to be a top priority for SMC, the community college system, the BOG Student Success Task Force, and the Legislature.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Academic Affairs • Academic Senate Joint Curriculum Committee
Implement an online curriculum management system.			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment: College staff completed the customization of the online system to meet the specific needs of SMC, but implementation has been postponed until Fall 2011 because of CurricUNET's over-commitment and staffing challenges.</p>			
RESPONSE			
<p>The implementation of CurricUNET at SMC has been postponed until the Fall 2011. CurricUNET, itself, was delayed in initiating SMC's project due to their many commitments across the state and being short-staffed. This has been the experience for other community colleges as well.</p> <p>College staff dedicated additional time this spring customizing the online system which is unique to the needs of SMC. The ESL Department and CSIS tested the site during Summer 2011 in preparation for a Fall 2011 launch of the project. Staff will have two days of training on campus by CurricUNET for the Curriculum committee, department chairs, departments going through Program Review, and any other interested faculty members.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6			Responsible Area(s)
Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			<ul style="list-style-type: none"> • Business/ Administration • Human Resources • Information Technology • Budget, Facilities, Human Resources, and Technology Planning Subcommittees
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment: The potential Maintenance/Operations costs have been calculated, but potential technology costs and staffing needs have not yet been incorporated.</p>			
RESPONSE			
<p>Step 1 - Completed: Analyze staffing requirements (maintenance) for new buildings based on square footage and building design/incorporated mechanical equipment. Analyze manpower requirements (operations and grounds) based on square footage and building use. Establish costs per sq. ft (gross building space) for utilities.</p> <p>Step 2 – Ongoing: Involve Facilities Management in all design meetings, especially in regards to major equipment specifications, finishes and landscaping that directly affect the department's workload, and in providing input into design details in these areas.</p> <p>Step 3 – Create a design subcommittee incorporating HR, Facilities, IT, Personnel Commission and whomever may be involved in the upgrading of campus infrastructure and buildings and the hiring of new employees.</p> <p>Facility maintenance and staffing costs are often based on the service level set by the institution operating the facility. The service level for a building and its infrastructure (heating systems, plumbing, roofs, etc.) is set via a qualitative rating scale.</p> <p>The Association of Physical Plant Administrators (APPA) Technical Trades Staffing Guidelines Task Force has published a scale for maintenance which includes, 1 for "showpiece facility", 2 for "comprehensive stewardship", 3 for "managed care", 4 for "reactive management", and 5 for "crisis response". SMC is currently between levels 3 & 4 on this scale, using the published evaluation matrix. Facilities Management is striving for a level 2.</p> <p>Based on the guidelines of APPA, the staffing requirements for the anticipated additional 260,000 gross sq. ft of buildings to be built through the colleges' bond program are:</p> <ul style="list-style-type: none"> • Maintenance personnel – 5 positions at 1 per 45,000 gsf, • Custodial personnel – 10 -13 positions at 1 per 20,000-25,000 gsf, and • Utilities costs are estimated to be \$2.70 per gsf. <p>In addition, due to the installation of the central plant and energy management systems in every building, the positions of plant engineer and energy management technicians will need to be created.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			Responsible Area(s)
Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.			<ul style="list-style-type: none"> • Academic Affairs- Learning Resources • Academic Senate Tutoring and Instructional Support Services Task Force • Management Information Systems
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment: A computerized tracking system has been developed, but it has not yet been implemented for all tutoring centers.			
RESPONSE			
<p>To begin the analysis of tutoring effectiveness and its impact on students' academic performance, a computerized "pilot" tutor-tracking system has been developed and installed in eight tutoring centers to track students' usage of the tutoring centers. The centers that now have the tracking system are: the Achievement Zone; Business; CSIS; English/Writing Center; ESL; Math; Modern Language; and Science. Additional systems will be installed at AET and in the Early Childhood/Education centers by Fall 2011.</p> <p>The installation began during Summer 2010, and most of the data collection issues/challenges were resolved during Fall 2010. There is now one semester of reliable data (Spring 2011), so data analysis by Institutional Research can begin. With the collection of standardized data (student ID number, date of visit, length of visit), the College will be able, for the first time, to begin looking at tutoring services as a whole, rather than as individual centers.</p> <p style="padding-left: 40px;">Areas of interest include:</p> <ul style="list-style-type: none"> • Do students who receive an Early Alert notification and then attend tutoring sessions perform better than those who do not attend? • Do students who attend tutoring sessions earlier in the semester perform better than those who attend later? • Do students who attend more sessions do better than those who attend fewer sessions? • Do students attending tutoring sessions seek tutoring in multiple subjects (different tutoring centers)? <p>In addition to the above analysis, faculty are also interested in gaining an understanding of the reasons students attend tutoring sessions. The Academic Senate Tutoring Task Force will begin developing "choices" from which students can select through the tutor tracking system. This information will assist faculty in modifying curriculum as needed.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			<i>Responsible Area(s)</i>
<p>Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.</p>			<ul style="list-style-type: none"> • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment: This objective will be completed in 2011-2012 through a new institutional objective, as follows: <i>#11: To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.</i></p>			
RESPONSE			
<p>During Fall 2010, an online survey was distributed to faculty for the purpose of assessing the institutional professional development days (flex days). This survey gathered information on the professional development workshops offered during the August 2010 Opening Day and the March 2011 Flex Day and solicited ideas for future workshop content. Additionally, the Professional Development Coordinator worked with CSEA leaders to develop an online survey that was distributed to classified employees for the purpose of gathering data on their training needs. Currently, additional training-related surveys (one for managers and administrators and another survey for faculty) are being developed and will be implemented during the 2011/2012 year.</p> <p>Based on the data collected in the initial surveys, a five-year general employee professional development plan was created. The core of this plan is the implementation of the Professional Development Institute (PDI) which is a training umbrella for all employees of the District. The training areas encompassed by PDI include leadership development, SMC processes and practices, mandated/compliance training areas, and personal growth and wellness.</p> <p>During 2010-2011, PDI offered in-person and online trainings in the following training areas: campus-wide diversity & inclusivity training, campus-wide FERPA training, leadership-related trainings for District supervisors, and campus-wide personal growth and wellness trainings. PDI offered 40 in-person workshops open to all District employee cohort groups which were attended by 931 participants (which averages to 23 participants per workshop). The on-line trainings offered by PDI were completed by 1471 participants.</p> <p>During 2010-2011, the Professional Development Committee planned and facilitated two institutional professional development days: August 26, 2010 Opening Day and March 17, 2011 Flex Day. While these days focused primarily on faculty professional development, workshops for non-faculty employees were</p>			

also provided. Processes for workshop registration and verification of workshop attendance were also developed during 2010-2011, along with a universal evaluation form. The purpose of this evaluation form is to gather feedback after all trainings, events, and workshops offered to employees of the District. This evaluation form assesses the impact of the training on participants, gathers information on training content usability and effectiveness, and solicits feedback regarding topics for future training.

A campus-wide Professional Development Master Calendar is also being developed. This calendar will contain and centralize all professional development information and offerings in one site for the entire campus community. The Fall 2011 semester is the target launch date for a prototype Master Calendar and the Spring 2012 semester is the target date for full implementation.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9			<i>Responsible Area(s)</i> Administration, in consultation with college constituencies, and DPAC
Develop a District-wide professional code of ethics that is aligned with the College’s mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
The DPAC Human Resources Planning Subcommittee prepared a draft code of ethics which was further developed by an <i>ad hoc</i> DPAC subcommittee. DPAC reviewed and revised the draft, and recommended the resulting document to the Superintendent/President.			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10			<i>Responsible Area(s)</i>
Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).			<ul style="list-style-type: none"> • Student Affairs • College Police
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
<p>The comprehensive disaster preparedness training for staff, faculty, and administration, as required by law, was developed in order to deal with a disaster situation, natural or man-made. The NIMS 100 and 700 courses will be required for all staff, faculty, and administrators. The courses will take approximately three (3) hours for presentation, followed by a test which must be passed for certification.</p> <p>A Flex Day activity was held in cooperation with the Academic Senate Joint Professional Development Committee, and all participants can now be tested and certified through participation in this activity. Those unable to participate in the Flex Day activity have been given time to “self-complete” a computer-generated program and take the test directly from the Federal Emergency Management Agency (FEMA) website.</p> <p>Components of the District’s overall emergency response include: the purchase of large emergency kits for all buildings on District property, evacuation chairs for multi-level buildings, College-Civilian Emergency Response Team (C-CERT) emergency back-packs and training for approximately 100 staff members, and issuing personal equipment. Finally, with a complete upgrade of the District’s emergency radio communication system, the District will be in compliance with FCC rules and regulations. The upgrade includes new repeaters, antennas, handheld and mobile radios, and satellite phones for selected administrative staff. The total cost of approximately \$225,000 was funded through a “safety credit” account at no cost to the District’s General Fund.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11 – Continuing 2009-2010 Objective Determine the impact Basic Skills Initiative programs have had on pre-college students’ basic skills course completion rates, and basic skills improvement rates. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>			Responsible Area(s) <ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Institutional Research
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE The Office of Institutional Research analyzed the impact of BSI programs on student success. The projects analyzed were: Writing Center, Supplemental Instruction, Tutoring Centers, Counselor Visitation Project, and Faculty Conversations. All of the projects were found to be essential components of the BSI plan. While some of the projects demonstrated a clear connection to student success in terms of course completion rates and course progression, others are important to promoting student engagement which leads to student success in the classroom. Below is a brief summary of the findings of the research projects as they relate to student success. <u>Writing Center</u> <ul style="list-style-type: none"> • A large proportion of students (87.9%) who utilized the Writing Center (WC) succeeded in their courses as compared with students who did not utilize the Writing Center (61.2%). The sample looked at 645 students using the WC in the Spring and Fall 2009 terms. • A greater proportion of students (61.2%) who visited the Writing Center progressed to a higher course than students who did not visit the WC (38.5%). <u>Supplemental Instruction (SI)</u> <ul style="list-style-type: none"> • SI participants in math succeeded at a rate of 42.9%, significantly higher than the success rate for non-SI students (33.4%). The data reveals that SI participation positively influences student success in a course. • The math data showed that overall, students who participated in at least five SI sessions succeeded in their math courses at the highest rate (65.7%). Math courses included in the study were Math 18, 20, 31, 81, and 84. <u>Tutoring Centers</u> <ul style="list-style-type: none"> • On average, students who utilized the math, reading, and writing tutoring centers were more successful (at about 73%) in their courses when compared with students in the same courses who did not visit the tutoring center (at about 60%). <u>Counselor Visitation Project</u> <ul style="list-style-type: none"> • A recent study showed that 1.23% of students participating in the presentation visited a counselor within the same term. • Additionally, 2.2 % of students visited a counselor within a year of the presentation. 			

Faculty Conversations

- Faculty attendees of the workshops were largely satisfied with the sessions they attended. Approximately 9 in 10 attendees reported being satisfied (very satisfied or satisfied) with the workshop.
- Combining “very likely” and “likely” responses, 74.1% of faculty said they were likely to apply what they learned in the workshop in their teaching practices. An additional 20.7% said they were “somewhat likely” to do the same.
- A large proportion, 93.2%, agreed that the workshop they attended offered practical strategies for teaching and engaging students.
- Over 95% of respondents reported they are likely to attend another faculty conversation workshop in the future.

Summary

Three out of the five BSI projects studied were shown to have had a significant impact on students at the pre-college level. The Writing Center, Supplemental Instruction, and Tutoring Centers have significantly increased the success of students in English, Math, and Reading courses. The Writing Center was the only project thus far to demonstrate an impact on pre-college student progression through the English developmental sequence. Supplemental instruction and Tutoring Center data will be examined in the future to determine how services impact student progression in the Math and English developmental sequences.

Although the data for the Counselor Visitation Project and Faculty Conversations do not indicate direct impact, these initiatives unquestionably contribute to student success. A comprehensive approach to student success addresses multiple student needs. Counseling helps students identify the proper courses to take to make progress towards completing an educational goal. Students who know their goals and know the path to take are more likely to be connected to school and make progress toward goal attainment. Similarly, faculty are essential to helping students succeed. Faculty who are engaging in professional development activities on a regular basis are more likely to adopt teaching strategies to address the diverse learning needs of students.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 12– Continuing 2009-2010 Objective			Responsible Area(s)
<p>Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i></p>			<ul style="list-style-type: none"> • Human Resources • Business/ • Administration • Information Technology
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment: This objective will be completed in 2011-2012 through a new institutional objective, as follows: #10: <i>To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.</i></p>			
RESPONSE			
<p>In 2008, a task force was created to review the relationship of ISIS to the Los Angeles County Office of Education (LACOE) and Human Resources System (HRS). The immediate goals of the task force were to 1) achieve efficiency, 2) reduce errors, and 3) improve overall performance and satisfaction. During this endeavor, a flow chart was developed to capture and reinforce the major sequence of origination and then subsequent proceedings leading up to the posting of financial records and the generation of payroll. This task force will be reinstated and training will be instituted to achieve the goals listed above.</p> <p>The training component must encompass all entities on campus who use ISIS and HRS in a manner that ultimately affects fiscal and payroll related matters. The task force will consist of representatives from Academic Affairs, Student Affairs, Information Technology, Fiscal Services, Human Resources and Payroll. Staff from these areas will be the trainees. The training program will re-evaluate the goals listed above, conduct a comprehensive review to improve understanding of matters agreed upon during collective bargaining processes, and ultimately reduce the number of errors related to ISIS and HRS. Discussion must include how ISIS and HRS are used in the District, what the systems do not currently provide, and suggested resolutions.</p> <p>In addition, to eliminate further human errors due to manual entry in HRS by the Human Resources and Payroll staff, responsible staff will take advantage of the monthly LACOE training/workshops provided at no cost to the District.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

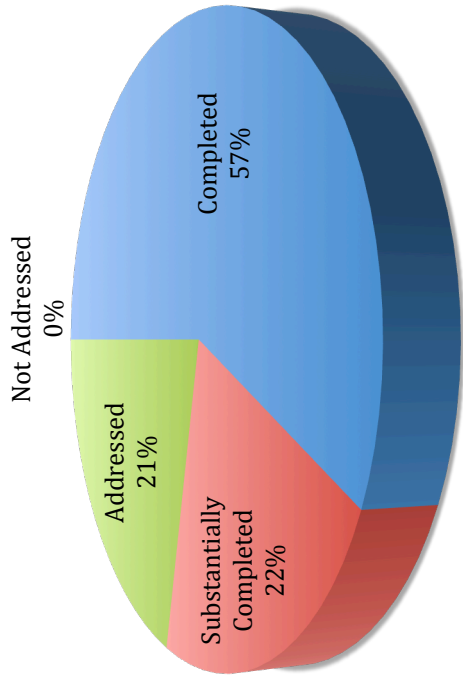
OBJECTIVE 13 - Continuing 2009-2010 Objective Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>			Responsible Area(s) <ul style="list-style-type: none"> • Enrollment Development • Academic Affairs • Information Technology
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE <p>The project to upgrade the SMC website from the 2007 complete redesign project began in late 2009. At that time, through the work of the various planning bodies and committees, several issues were identified. Among those were the need for enhancements to the search engine, templates and style guides to ensure uniformity and branding, improved site navigation, improved social media, increased exposure for news and events, a form to highlight campus programs, and ongoing web content support. As the College began to address the multitude of identified issues, it became clear that these were more than mere enhancements; a grander scale redesign was in order to achieve the desired results.</p> <p>Approved in 2010, a major redesign for the gateway page incorporated the list of issues previously outlined. In 2011, following the standards of the gateway page, new templates were designed for several frequently accessed sites, including Academic Programs, Admissions (which was used as a basis for Human Resources, Financial Aid, International Education), College Governance, and a few others. The content on the old Content Management System (CMS) was migrated to the new platform, SharePoint, in late spring and early summer 2011. Testing, end-user training, and updating were performed immediately before and after the new site launch on August 17, 2011.</p> <p>Equally important to the site redesign and enhancements is ongoing support and web content management. The Board of Trustees recently approved a new position, Web Content and Digital Marketing Facilitator, to provide ongoing support for the website. Recruitment for the position has begun, with a goal of hiring a permanent employee in this capacity in late Fall 2011.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 14 - Continuing 2009-2010 Objective			<i>Responsible Area(s)</i>
<p>Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>			<ul style="list-style-type: none"> • Enrollment Development • Office of Institutional Research • Academic Senate Joint S/ILO Committee • Academic Affairs
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment:			
RESPONSE			
<p>Almost all course Student Learning Outcomes (SLOs) are now in ISIS, and all those in ISIS are mapped to SMC's four Institutional Learning Outcomes (ILOs) and, specifically, to the core competencies of those ILOs. Almost all departments are assessing course SLOs, and therefore, the core competencies of the ILOs to which they are mapped. Instructors are inputting their assessment results into ISIS through the use of the SLO Rosters that are now available on the portal pages for individual faculty members. Student assessment data is, therefore, tied to student identification numbers. The Office of Institutional Research generated data reports following both the Fall 2010 and Spring 2011 semesters. Every department has been given a report showing the percentage of students meeting the course SLOs. A report was also disseminated to the department chairs showing student success on the ILO Core Competencies aggregated across the entire institution. This report provides an excellent snapshot of how well SMC students are doing on such competencies as critical thinking, quantitative analysis, knowledge acquisition, and skill development.</p> <p>The S/ILO process has led to discussions, innovations, and changes. A series of focus groups was held in the Spring 2011, inviting the Chairs to evaluate the Pilot. The Chairs were unanimous in their avid support of the new system but did offer some recommendations that were implemented immediately. Consequently, as a result of these focus groups, the ISIS system has been fine-tuned, adding several features that make it easier for instructors to input their assessment results.</p>			

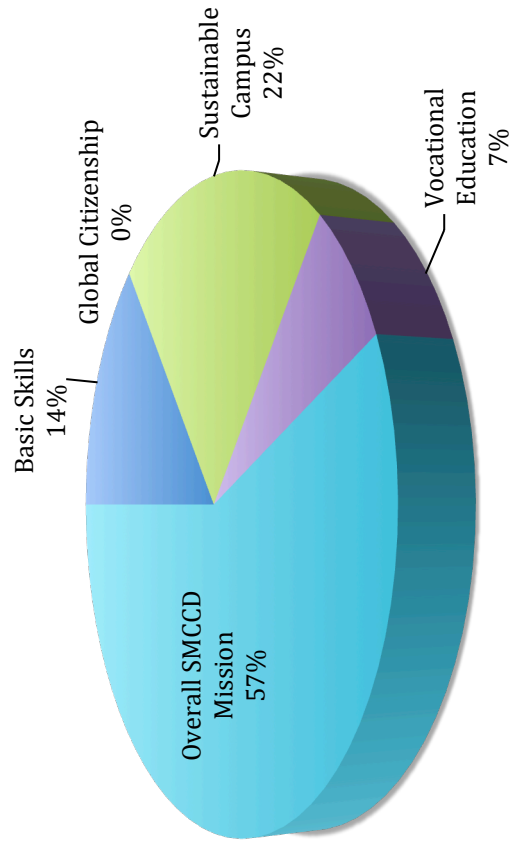
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2010-2011 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 3 Sustainable Campus
- 1 Vocational Education
- 8 Overall SMCCD Mission

Santa Monica Community College District
STRATEGIC INITIATIVES AND ACTION PLANS

ACTION PLANS <i>for the next five years that support the four Strategic Initiatives, to be implemented in an environment of Collegiality, Collaboration, Communication, and Interconnectivity</i>			
Hiring Full-Time Faculty and Permanent Staff <i>Make progress toward filling vacant permanent classified staff positions and meeting the goal that 75 percent of credit instruction be delivered by full-time faculty.</i>	Training Priorities <i>Develop a set of institutional training priorities for faculty, staff and managers to promote innovation, improve effectiveness and efficiency, encourage succession planning, and identify career ladder opportunities.</i>	Student Support Services <i>Ensure meaningful access to critical student learning support services appropriate for the varying times, locations and modes of delivery through which instruction occurs.</i>	Fiscal Stability <i>Develop a transparent budget that maintains an appropriate fund balance and supports the strategic implementation of institutional goals and objectives.</i>

*Presented to SMCCCD Board of Trustees: July 7, 2008
Approved by District Planning and Advisory Council: July 9, 2008*

STRATEGIC INITIATIVES

STRATEGIC INITIATIVES				
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
Hiring Full-Time Faculty and Permanent Staff	<ul style="list-style-type: none"> • Increase the number of instructional assistants for English, Math and ESL classes • Expand the use of instructional assistants in vocational and other academic subject programs 	<p>Communicate to all staff and faculty the college's commitment to Global Citizenship</p>	<ul style="list-style-type: none"> • Communicate to all staff and faculty the college's commitment to sustainability • Hire permanent administrative leadership to support sustainability initiatives • Hire permanent classified staff (i.e., recycling, physical plant and maintenance) to support sustainability initiatives 	<ul style="list-style-type: none"> • In developing and expanding vocational programs, acknowledge and support the need for leadership of faculty who possess relevant industry experience • Ensure adequate instructional support for new and expanding vocational programs
Training Priorities	<ul style="list-style-type: none"> • Establish a teaching/learning center to provide avenues for professional development for instructional and student services faculty • Include, as an ongoing part of institutional flex day activities, presentations that address strategies for increasing student success 	<p>Provide professional development for faculty and staff in two primary areas:</p> <ul style="list-style-type: none"> • infuse the ideas of global citizenship throughout the curriculum, and • promote interaction between international and other students at the college 	<ul style="list-style-type: none"> • Develop a District-wide policy that includes training in the purchase and use of energy efficient and green products • Develop orientation for all new employees on new and existing environmental programs • Provide site-specific training to building occupants on the important environmental aspects and climate control options of all campus buildings 	<ul style="list-style-type: none"> • Inform faculty and staff in various disciplines about emerging technologies/trends • Utilize industry experts to develop strategies to support faculty professional currency • Provide professional development and networking opportunities for instructional and support staff

STRATEGIC INITIATIVES

ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
<p>Fiscal Stability</p>	<p>Produce growth in FTES through the increased retention and success of basic skill students</p>	<ul style="list-style-type: none"> • Increase retention by the efforts cited in the other three strategic initiatives and thereby increase the number of international students • Identify potential funding sources to support student engagement in global citizenship activities 	<ul style="list-style-type: none"> • Prioritize energy efficient projects, with an emphasis on solar energy generation capacity • Set date-based goals and targets for implementing the priorities identified in the Environmental Audit • Develop educational signage to promote resource efficiency throughout the campuses • Provide improved and affordable access to SMC by supporting a wider variety of alternative transportation choices • Include sustainability criteria in contracts and RFP procedures 	<ul style="list-style-type: none"> • Conduct industry trade analysis to determine that a target audience for proposed offerings exists • Leverage grants and categorical programs to improve and expand vocational programs • Ensure that vocational funds are aligned with college priorities • Increase FTES through new vocational programs and courses • Develop a plan to ensure funding for implementation and maintenance of vocational programs • Develop strategies for tracking vocational students after they leave the program

STRATEGIC INITIATIVES

STRATEGIC INITIATIVES				
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
<p>Student Support Services</p>	<ul style="list-style-type: none"> Develop a distance education, noncredit course designed to help students “brush up” on their math and English skills prior to taking the assessment tests Expand linkages between counseling services and basic skills initiatives 	<ul style="list-style-type: none"> Expand and develop academic and social support for international students Improve facilities for international students and ESL Expand student participation in the SMC Study Abroad programs 	<ul style="list-style-type: none"> Provide instructional support services at the Center for Environmental and Urban Studies (CEUS) 	<ul style="list-style-type: none"> Expand tutoring to address the needs of specific vocational programs Enhance linkages between counseling services and various vocational disciplines Increase the use of industry-related forums and job-matching strategies to provide opportunities for students and employers to participate in job-shadowing activities, internships, and employment possibilities

Major Findings and Recommendations of the March 9-11, 2010 Visiting Team

As a result of the evaluation visit to Santa Monica College, the team made the following nine recommendations:

Recommendations

1. To meet the standard, the team recommends that the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. The resultant multi-year plan should contain explicit links to instructional and student services programs, human resources, facilities, technology, and other planning needs that are revealed by the program review process or other assessments of institutional effectiveness. The team further recommends that the college work to achieve among its constituents a uniform understanding of the planning cycle and documentation processes through a mechanism accessible to all audiences regardless of their previous experience with the institution (Standards I.A, I.A.1, I.A.4, I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, and IV.B.2.b).
2. To improve effectiveness, the team recommends that the college formalize the annual process of reporting student learning outcomes assessment and evaluation and develop a plan for codifying this process to ensure continuous improvement, to achieve assessment data, and to make the results of assessment available to the public (Standards I.A, I.B, I.B.2, II.A., II.A.1, II.A.1.c, II.A.2.e, and II.A.2.f).
3. To meet the standard, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3).
4. To increase effectiveness, the team recommends that the college act in accordance with its recently adopted Institutional Learning Outcome supporting sustainability by adopting a curriculum management system that allows the curriculum approval and management functions to move from a paper-based to a web-based process (Standards II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.3, and II.A.4).
5. To increase effectiveness, the team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus to assure the quality and scope of services delivered and to ensure student satisfaction and student learning (Standards II.C.1 and II.C.2).
6. To increase effectiveness, the team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources personnel systems (ISIS and HRS) to reduce the error rate and to insure that data integrity is maintained (Standard III.A.1.b).

7. To increase effectiveness, the team recommends that Human Resources, the Academic Senate, Institutional Research, Academic Affairs, and Management Information Systems redouble efforts to resolve issues with student course evaluations and deliver a meaningful assessment document to individual faculty in a timely manner (Standard III.A.1.b).
8. To improve effectiveness, the team recommends that the college develop a district-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continuous improvement in all instructional, operational, and service areas (Standard III.A.1.b).
9. To improve effectiveness, the team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement of teaching and learning (Standards III.A.5.a and III.A.5.b).

Accreditation 2010

Self-Study Plan Summary

The planning process at Santa Monica College includes an annual review and revision of the Master Plan for Education and the College's institutional objectives as well as an annual report to the college community on institutional performance regarding the fulfillment of the prior year's objectives. Central to the development of institutional objectives for the 2010-2011 academic year will be considerations for the recommended plans from each section of this accreditation self-study report. Some of the recommended plans coincide with the 2009-2010 institutional objectives, and the College's performance relative to these will be included in the annual report presented to the college community. The remaining self-study plans will be included as planning issues in the development of 2010-2011 objectives for the major divisions of the College. These division-level objectives will be reviewed by the District Planning and Coordinating Council and considered in the development of 2010-2011 institutional objectives, which are based on the College's Vision, Mission, Values and Goals. Each area of the College will then develop specific, unit-level objectives and implementation strategies.

In preparation for this collegewide planning effort, the institutional self-study plans are organized below according to the goals that support achievement of the College's Institutional Learning Outcomes:

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Plans Appropriate Across All Supporting Goals

- ❖ The College will integrate its current institutional effectiveness initiatives into comprehensive evaluation cycles that systematically measure and document how well the College, at the macro level, is addressing the needs of its student population. (IA.1)
- ❖ The Academic Senate Joint Student and Institutional Learning Outcomes Committee will produce comprehensive rubrics for evaluating outcome statements, assessment plans and assessment reports for departments/programs to use in reviewing their own student learning outcomes, assessments and reports in order to achieve sustainable and continuous quality and improvement. (IB.1)
- ❖ The Office of Institutional Research will lead in the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope. (IB.1, IB.6, IB.7)

- ❖ The Student and Institutional Learning Outcomes Committee will produce comprehensive rubrics for evaluating outcome statements, assessment plans and assessment reports for departments/programs to use in reviewing their own student learning outcomes, assessments and reports in order to achieve sustainable and continuous quality and improvement. (IB.1)
- ❖ The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year. (IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))
- ❖ The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved. (IIA.1(c), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c)), IVB.2(a), IVB.2(b))
- ❖ The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year. (IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))

Innovative and Responsive Academic Environment

- **Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community**
 - ❖ The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional level. (IA.1)
 - ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)
 - ❖ The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs and explore how such assessment tools could be extended to or adapted for alumni as well. (IIA.1, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)
 - ❖ The Academic Senate Joint Distance Education Committee will develop for students an “effective practices” document for distance learning along with an assessment tool to help determine their readiness and aptitude for online learning. (IIA.1(b))
 - ❖ The College will offer more basic skills noncredit courses to address the needs of basic skills students who have reached the limit of 30 units in credit basic skills classes yet need additional assistance in basic skills areas. (IIA.2)
 - ❖ Basic Skills Initiative strategies and activities will be extended beyond English, English as a Second Language and mathematics to include all disciplines. (IIA.2(d))
 - ❖ The College will develop initiatives to better address the relationship between learning styles and teaching methods. (IIA.2(d))
 - ❖ The College will evaluate methods and technologies designed to facilitate the College’s efforts to collect performance data of Santa Monica College students who have transferred and/or gained employment. (IIA.5)
 - ❖ The College will ensure that program level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites and in relevant Counseling Department publications. (IIA.6)

- ❖ The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog. (IIA.6(c), IIB.2)

Supportive Learning Environment

- **Provide access to comprehensive student learning resources such as library, tutoring, and technology**
- **Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid**
 - ❖ The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional levels. (IA.1)
 - ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)
 - ❖ The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs and explore how such assessment tools could be extended to or adapted for alumni as well. (IIA.1, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)
 - ❖ The College will ensure that program level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites, and in relevant Counseling Department publications. (IIA.6)
 - ❖ The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog. (IIA.6(c), IIB.2)
 - ❖ The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement outcomes assessments that result in data-driven improvements in student support services. (IIB.1)
 - ❖ The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement a comprehensive evaluation process to determine student support needs and the progress made in achieving each program's stated student learning outcomes. (IIB.3(a), IIB.4))
 - ❖ The College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation and procedures. (IIC.1)
 - ❖ Learning Resources staff will work with the Office of Institutional Research to develop uniform program-level student learning outcomes for its tutoring centers and standard methods of data collection to measure those outcomes. (IIC.1)
 - ❖ The Library will develop learning outcomes and methods of assessment for reference service. (IIC1(b))
 - ❖ The College will develop a plan for implementing online tutoring including the use of tutorial software, chat-based tutoring and/or email. (IIC.1(c))
 - ❖ Tutoring and Learning Resources Center staff will work with the Office of Institutional Research to develop survey tools and/or methods to help the tutoring and Learning Resource Center staff respond to changing user needs. (IIC.1(a), IIC.2)
 - ❖ The Academic Computing Department will work with the Office of Institutional Research to develop survey tools and/or methods to help the department respond to changing user needs and develop a means for analyzing resource usage data. (IIC.2)

Stable Fiscal Environment

- **Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources**
 - ❖ The College will review all options pertaining to linking its budget to sustaining sufficient levels of faculty, management and staff needed for effective college operations. (IIIA.2)
 - ❖ The College will develop a model for determining the total cost of ownership when acquiring new additional technology to ensure that adequate budget is available for maintenance and replacement. (IIIC.1(d))
 - ❖ The College will develop a plan to reduce the structural operating deficit. (IIID.1(b), IIID.1(c), IIID.2(c))
 - ❖ The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line-item. (IIID.1(b))
 - ❖ The College will fully implement the internal tracking and response system for various fiscal processes to enable requestors to monitor activity. (IIID.2(g))
 - ❖ The College will improve ways in which to explicitly document how the budgets for specific initiatives tie into the College's Mission, Vision, Values and Goals. (IIID.3)

Sustainable Physical Environment

Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

- ❖ The College will establish priorities in planning for maintenance needs and appropriate staffing to meet maintenance requirements of new buildings as they are occupied and become operational. (IIIB.1(b))
- ❖ The College will develop and implement new follow-up measures to ensure that keys are returned by all employees separating from the District. (IIIB.1(b))
- ❖ The College will develop ongoing evaluation plans to assess the safety of the learning environment. (IIIB.1(b))
- ❖ The College will implement the plan to design and build the new data center, which will house all of the functional areas that comprise the Information Technology Department. (IIIC.1, IIIC.1(a))
- ❖ The College will evaluate the plan for upgrading/replacing workstations and other technology and evaluate alternatives to the current plan. (IIIC.1(c), IIIC.2)
- ❖ The College will evaluate and implement an effective network solution to prevent unauthorized computers from accessing the College's network. (IIIC.1(c))
- ❖ The College will evaluate and implement a feasible security solution to more efficiently support user software and hardware installation needs. (IIIC.1(c))
- ❖ The College will evaluate and implement a more effective desktop anti-malware solution. (IIIC.1(c))
- ❖ The College will implement the information technology emergency continuity plan once it is finalized. (IIIC.1(c))

Supportive Collegial Environment

- **Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community**
 - ❖ The College will formalize the process for reviewing and revising the mission statement to ensure that the process is systematic and corresponds to the needs of the institutional culture and valid, accepted practices for research and evaluation. (IA.1, IA.2)
 - ❖ The Academic Senate Joint Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle. (IIA.1, IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e))
 - ❖ The Office of Institutional Research will expand training modules and assessment workshops to ensure all areas of the College are proficient in the use and interpretation of data to inform self-evaluation and decision-making. (IB.1, IB.3)
 - ❖ The College will better document its planning processes, formalize the evaluation of planning outcomes, and institutionalize planning and evaluation by emphasizing outcomes as well as outputs. (IB.2)
 - ❖ The College will provide appropriate support to enhance the ability of the Office of Institutional Research to gather and analyze data and provide training in its use. (IB.3)
 - ❖ The College will develop a more formalized structure and a template to be applied to the proposal and resource allocation processes to document and track measures of institutional effectiveness, including:
 - anticipated outcomes
 - measurability and proposed assessments
 - resources and sustainability (IB.4)
 - ❖ The College will improve the currency, accuracy and accessibility of the college website. (IIA.6(c))
 - ❖ The District will work with the Faculty Association to determine whether the current forms for evaluating faculty in noncredit programs meet the needs of these areas and to develop forms for evaluation of noncredit faculty if necessary. (IIIA.1(b))
 - ❖ The Office of Human Resources will work with Management Information Systems Department to improve the accuracy of the list of faculty to be evaluated each semester and the timeliness of their distribution to department chairs. (IIIA.1(b))
 - ❖ The Office of Human Resources will work with the Faculty Association to more clearly define evaluation timelines and ensure that all aspects of evaluation for all academic personnel adhere to those timelines. (IIIA.1(b))
 - ❖ The Office of Human Resources, the Academic Senate, the Faculty Association, the Management Information Systems Department and the Office of Academic Affairs will develop a mechanism to ensure that student evaluations are conducted for faculty on a timely basis with a feedback mechanism that ensures written comments are communicated back to the faculty member being evaluated. (IIIA.1(b))
 - ❖ The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees. (IIIA.1(d))

- ❖ The Office of Human Resources will work with the Superintendent/President's office and collaborate with other governance groups to institute an ongoing, systematic review of all personnel-related policies and procedures. (IIIA.3)
- ❖ The Office of Human Resources will ensure that its website is regularly updated and user-friendly. (IIIA.3)
- ❖ The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records. (IIIA.3(b))
- ❖ The College will formalize a systematic review of its employment equity record to ensure that its hiring practices are responsive to the diverse needs of its employees. (IIIA.4(a))
- ❖ The Office of Human Resources will work with the Personnel Commission to ensure that interview panelists are briefed regarding Equal Employment Opportunity considerations. (IIIA.4(a))
- ❖ The Office of Human Resources and the Personnel Commission Office will develop and implement a formal system for monitoring human resources staffing and plans for each classification. (IIIA.6)
- ❖ The College will formally assess the training needs of its personnel and assess current training models to determine their effectiveness. (IIIC.1(b))

Program Review Committee Report 2009-10/2010-11

Introduction

In 2010-11 the program review schedule was revised to align with the calendar year instead of the academic calendar. The more timely submission of the annual program review committee report will facilitate consideration of the information and recommendations in the development of the annual *Master Plan for Education* update. This first report aligned with the revised calendar, therefore, covers the 2009-10 academic year and Fall 2010. Recommendations initially presented in the 2009-10 program review annual report that have subsequently been addressed are not included.

Program Review is an ongoing process that every program and area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit mini-reviews in years 2 and 4 of the cycle. It should be noted that the committee is in the process of developing an annual report format and structure to further support institutional planning. This process is taking place in collaboration with the S/ILO committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review, the committee annually reviews and revises the guidelines for the different types of programs. Additionally, the committee offers multiple orientation sessions for programs scheduled for review the following year. In the future, programs will also be submitting shorter annual reports. Information from these reports will be included in the annual report for use in institutional planning.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report. The connections between the program review, S/ILO, and curriculum committees and processes have strengthened and the findings of the Program Review Committee are incorporated into the institutional planning processes.

Observations

Areas of common concern the committee has noted across many programs are insufficient ability to use data effectively to inform discussion and decision making, incomplete or inadequate assessment (especially, but not limited to, student and program learning outcomes), and insufficient documentation of assessment processes. Development of outcomes has proven challenging for non-instructional programs because the programs were attempting to use the student learning outcomes framework designed for instructional programs. These operational areas need support and training in understanding and developing more relevant program and operational outcomes in support of the College's Institutional Learning Outcomes. There is also a need for institutional standards and training in the use and evaluation of data, and evaluating the effectiveness of assessment tools and processes.

The specific information and data available to individual programs varies and does have an impact on the results of the conclusions drawn by both programs and the committee in the review process. The commitment of programs to positively affect student success through program improvement is evident. The new SLO portal and commitment of the departments participating in the pilot to measure SLOs are an innovative approach. However, more tools, data, and information are needed to more effectively measure results and draw conclusions. Additional support in the collection of data, and training in its analysis and use, is needed. The committee has been working with the Office

of Institutional Research to address this and has finalized a common dataset that will be provided to instructional programs on an annual basis. Datasets more common to other types of programs still need to be developed.

Supporting Institutional Planning

Since all programs at the college undergo the program review process, committee members who often serve multiple years are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback, and discussing how this information fits into the broader picture to help inform planning at the college.

As the institution faces yet another period of severely restricted budgets, concern about the resulting impact on student success and retention is evident. The college has a reputation for implementing innovative programs and strategies, all of which add value. Identifying exemplary strategies and best practices which have the potential for the greatest impact on student success and retention across the board is critical to maintaining the excellence of the institution. Hard decisions can prove to be the catalyst for opportunity and innovation if the focus is improving student success. The Program Review Committee encourages the different planning bodies to consider the thoughtful work of the committee as discussions take place about the level of support to be maintained for programs, services and strategies.

Committee Membership

The Program Review Committee is fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

Mary Colavito, Faculty, Life Sciences, Chair (2009-10, 2010-11)
Katharine Muller, Administrator, Vice Chair (2009-10, 2010-11)
Janet Harclerode, Faculty, ESL (2009-10, 2010-11)
Sara Brewer, Faculty, Communications (2009-10, 2010-11)
Guido Davis DelPiccolo, Faculty, Social Sciences (2009-10, 2010-11)
Ida Danzey, Administrator, Nursing (2009-10)
Bill Lancaster, Faculty, Design Technology (2009-10)
Fran Manion, Faculty, Math (2009-10, 2010-11)
Trish Burson, Faculty, Library (2009-10, 2010-11)
Melody Nightingale, Faculty, ESL (2009-10)
Mary Jane Weil, Faculty, Disabled Student Services (2009-10, 2010-11)
Matt Hotsinpillar, Faculty, English (2010-11)
Rebecca Anderson, Faculty, Modern languages (2010-11)
Dolores Raveling, Faculty, Matriculation (2010-11)
Randal Lawson, Administrator (2009-10, 2010-11)
Steve Myrow, Administrator, Financial Aid (2009-10)
Erica LeBlanc, Administrator, Academic Affairs (2010-11)
Caroline Sheldon, Institutional Research (2009-10)

Programs Reviewed and Accepted

The following programs were scheduled for full program review in 2009-10 and Fall 2010:

<u>Program</u>	<u>PR Report</u>	<u>Goals/Outcomes</u>		<u>Curriculum</u>
		<u>Dev¹</u>	<u>/Assess²</u>	
Athletics	09-10	N	N	NA
Auxiliary Services	09-10	Y	N	NA
Bookstore	09-10	Y	N	NA
Bursar	10-11	Y	N	NA
Community Relations	09-10	Y	N	NA
Dance	09-10	Y	N	completed
Education/ECE	09-10	Y	Y	completed
Emeritus	09-10	Y	Y	completed
Fiscal Services	10-11	Y	Y	NA
Foundation	10-11	Y	Y	NA
Health Services	10-11	Y	N	NA
KCRW	09-10	Y	Y	NA
Library	09-10	Y	N	completed
Marketing/Graphics	10-11	Y	N	NA
Math	09-10	Y	Y	completed
Modern Languages	09-10	Y	Y	completed
Modern Language & Science LRCs	10-11	Y	N	NA
Personnel Commission	09-10	Y	Y	NA
Psychological Services	10-11	Y	Y	NA
Psychology	09-10	Y	N	completed
Purchasing	10-11	Y	N	NA
Public Information	09-10	Y	N	NA
Student Life	10-11	Y	N	NA

¹ Developed

² Assessed

Programs Reviewed and Not Accepted

The full program review report for the following program was initially submitted in Fall 2009 and was not accepted by the committee. The program was asked to resubmit a full review in Fall 2010; the resubmitted report was not accepted::

<u>Program</u>	<u>PR Report</u>	<u>Goals/Outcomes</u>		<u>Curriculum</u>
		<u>Dev/Assess</u>		
Risk Management	09-10,10-11	N	N	NA

CTE Programs 2 Year Review

The following vocational programs were scheduled for a mini 2 year review:

Program

Business/Accounting 09-10

2009-10, 10-11 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in 2009-10 and Fall 2010 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support for the programs reviewed that have not already been addressed, are listed for consideration in institutional planning processes:

1. Investigate ways to separate coaching assignments from academic assignments. (Athletics)
2. Ensure student athletes are included in institutional efforts to provide basic skills and tutoring support. (Athletics)
3. Explore strategies for more transparently communicating the relationship of Auxiliary Services functions to other college areas and functions. (Auxiliary)
4. Review the relationship between Auxiliary Services and the Bookstore in decisions regarding distribution of profits. (Bookstore)
5. Determine the appropriate balance between service and profit for bookstore operations, communicate that to the college community and stand behind the direction set. (Bookstore)
6. Ensure the bookstore is fiscally positioned to support the planned new location in Drescher Hall. (Bookstore)
7. Explore ways to reduce the cycle of constant hiring and training of seasonal workers. (Bursar)
8. Include the needs of the Bursar's Office in an overall assessment of fiscal processes and technology support needed to streamline and interface between units and systems. (Bursar)
9. Improve support and training for administrative units in the development and assessment of program outcomes. (Bursar)
10. Evaluate the level of support services offered at the Bundy site, especially in the evenings, and determine appropriate levels feasible now and in the future. (Education/ECE)
11. Review the organizational structure of Emeritus College staffing in light of institutional expectations, including faculty evaluations and achievement of SLO proficiency, and develop a realistic plan for achieving results. (Emeritus)
12. Review the impact on the unit of new federal requirements for institutions to process and manage student loans. (Fiscal Services)
13. Address the records storage needs of Fiscal Services. (Fiscal Services)
14. Work with Health Services and Psychological Services to establish an institutionally sustainable level of services and the best and most appropriate allocation of the health fee, including the Winter 2011 increase. (Health Services, Psychological Services)
15. Ensure KCRW is equipped to maintain the quality of its operations and broadcasts in the new facility. (KCRW)
16. Review current Library staff classifications and descriptions and ensure they are congruent with the changing roles and skills required given the new technologies and student demands for support. (Library)
17. Review options for supporting the need for an increased security presence in the Library, including the possibility of employing student ambassadors as part of the presence. (Library)
18. Employ the design expertise of Marketing & Graphics to ensure a consistency of look and message throughout various SMC on-line presences. (Marketing/Graphics)

19. Review and evaluate the initial enrollment and assessment process and timetable and consider deferring administration of the math placement test to allow students to avail themselves of review opportunities. The committee recognizes that there is often a significant time lag from the most recent study of math and the taking of the assessment test. (Math)
20. Support the acquisition of web based tutoring and evaluation tools to provide any time access and reduce the demand for tutors. (Math)
21. Look at ways to ensure students understand the impact of building a schedule that includes both full and short term classes i.e. recognizing the impact of the short term load and sequence on study, assignment and exam patterns. (Math)
22. Explore alternate means of digitizing and accessing LRC resource materials. (Modern Language & Science LRCs)
23. Require and provide training for Modern Language LRC staff in uploading and managing student access to digital materials. (Modern Language & Science LRCs)
24. Explore different models for delivering tutoring and lab support including on-line access to resources, optimizing locations and hours of operation, avoiding duplication of services and addressing the evolving skill sets needed by support staff. (Modern Language & Science LRCs)
25. Explore a research study of the correlation of tutoring throughout a student's tenure at SMC and the impact on student success. (Modern Language & Science LRCs)
26. Add Purchasing to the areas the college is reviewing with regard to improving the interface with LACOE systems. (Purchasing)
27. Consider the value of engaging in a community audit to help assess the effectiveness of the various modes of communicating with the public. (Public Information)
28. Review student membership on college committees to ensure they are realistic in terms of maximizing student participation while addressing the time management needs of the students. (Student Life)
29. Support the efforts of Student Life to develop tools for assessing S/ILOs. (Student Life)

Recommendations of the Committee Based on Overarching Trends Observed

Every year certain issues emerge as concerns for more than one program. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

Research and Data

Most programs are hungry for both snapshot and longitudinal data that can help inform program discussion and dialogue aimed at program improvement. Access to CalPass data has been helpful to the academic programs, but does not address the demand for more specific information, meet the needs of student services or administrative programs, or provide data that links more specifically to S/ILO assessment or other measures of accountability. It is anticipated that both the BRIC TAP project and the S/ILO on-line assessment tool currently being piloted will help to address the desire for better data. The need to improve the tools and resources available to programs was included in the 2010 accreditation self study.

1. **Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly.
2. **Provide training and support for programs in the creation and use of on-line survey tools.

Technology Web Support

It is recognized that improvements have been made to the SMC website and that the next round of improvements/upgrades will be completed soon. However, as the web has become the primary vehicle for providing information about all areas of the college, the committee will continue to note specific shared concerns until they have been addressed. Almost all programs express a desire for improved presence, functionality, and/or support for the college and departmental websites.

3. ****Make additional modifications to the college website and its capabilities:**
 - The search engine is not user friendly or broad enough.
 - Keywords need to be carefully identified and broadly embedded.
 - Templates need to be developed and adhered to so as to ensure some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC.
 - Standards and support for updating department and faculty websites need to be implemented to make it easy for the user to navigate and update (the current environment has made it harder for faculty to update). A question that needs to be addressed is how the college/department ensures that information, including that on syllabi, is current.
 - A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed. The site is currently heavily oriented to admissions; now other areas need to be brought into focus.
 - Navigation for updating needs to be quick and easy to do.
 - There are multiple Facebook pages associated with SMC. A means for distinguishing official pages and ensuring links are logical should be established.
 - Review the placement and size of news and events information. It is currently difficult to locate and get information about college-sponsored activities.
 - Profile college programs on the website in a rotation similar to the student stories as a marketing tool.
 - Improve the look of the SMC student portal and ensure the design is consistent with the look and feel of other on-line messages and functions.
 - Consider options for the institution to provide support/assistance for programs to maintain websites.

Technology Support & Maintenance

Technology has both changed and enhanced many operations of the college. From technology support in the classroom, to infrastructure support, to systems that enable data collection, tracking, and communication, the college community has come to expect and depend on ever increasing levels of support. Establishing priorities and funding bases for maintaining technology is a concern identified by most programs.

New technology and systems require specific skill sets and knowledge. Training for support staff who need to use new technology, but whose jobs are not primarily technology positions, and redefining job descriptions to address the ability to use and/or impart technology use information are issues that continue to surface.

4. **** Build maintenance of technology and facilities into the district budget. This includes appropriate staffing for maintenance, equipment replacement, and software upgrades.**

5. **Address the increasing use of the MAC platform in general and to meet industry standards; ensure there is sufficient college technical support for this platform and the ability to manage usage. In addition to classes taught on MACs, a significant number of online students using MACs have difficulty accessing materials.
6. **Develop global approaches or templates as a more efficient way to address common program needs for technical support or tools such as external web hosting for program-based needs, program-based scheduling for services or general e-mail access to programs.
7. Ensure infrastructure, equipment, and software versions in use within a department are consistent so issues of compatibility do not hinder operations.
8. Address the need for training staff and revising or developing new job descriptions.

Budgeting, Funding & Fundraising

The following recommendations are made to aid the planning and support of budgeting, funding and fundraising and, in and of themselves, do not have a cost attached to them.

9. **Ensure strategic goals, not funding sources, are the driving force behind decision making.
10. **Consider allocating a portion of every grant toward supporting research (often a requirement for grant reporting) and other functions needed to support the administration of the grant.
11. **Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.

Curriculum

The committee acknowledges that the curriculum process is strong and comprehensive. The following recommendations are submitted for consideration to further strengthen the existing structure and process.

12. **Develop a consistent approach to the titling of software based courses. Many programs use the same software for specific discipline applications. Some programs list the software in the course title, others do not. This is often confusing for students who do not know which course will best meet their needs.
13. Plan revisions to the course numbering system, that are compatible with our current system, to address the needs of programs/disciplines which now have limited or not very logical course numbering options.
14. Add to the curriculum process both a description and the projected cost of lab/tutoring resources needed to support the new class or course revision being requested such as the library sign off now in place.

SLOs

Almost all programs have developed SLOs, with most engaging in early rounds of assessment. Academic and student services programs seem to have the best understanding of the process. The initial structure for writing and assessing SLOs was less compatible with administrative programs.

15. Recognize that Administrative Services areas need different terminology and a different structure for developing program outcomes, as well as tools for assessment.
16. Address the needs of administrative programs for guidelines and training in the development and assessment of program outcomes.

Support Services

The college has an outstanding record of providing support services. There is a clear desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

17. Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.
18. Explore different models for delivering tutoring and lab support including evolving skill sets needed by support staff, on-line access to resources, centralized locations, maximizing hours of operation, and minimizing duplication of service.
19. Implement a required minimum, standardized training for tutors in all subject areas. Consider multiple formats that would enable each area to add customized elements.
20. **Look at non-credit and not-for-credit programs in basic skills, ESL and short term vocational training that could potentially feed students into credit programs and ensure all avenues for encouraging students to become credit students have been considered and supported.

Marketing & Tracking Students

These recommendations surface every year from the CTE programs. While not unique to these programs, the need for this information is of particular importance for recruiting CTE students, supporting VTEA documentation, and addressing program effectiveness with regard to employment.

21. **Develop a cluster approach to marketing vocational programs aggregating like programs to maximize resources and expand the reach of the materials.
22. **Develop methods and provide support for tracking CTE program completers and non-completers to improve documentation of student success. Collaborating with the alumni task force and employing social networking tools may be an effective initial strategy.

Institutional Support

Recommendations in this category relate either to topics for professional development that do not fit neatly into the Opening and Flex Days thematic approach, or to addressing workplace conflict. In the area of professional development it may just be a matter of identifying appropriate venues and methods for providing information and training. Addressing workplace conflict is a much more difficult issue, but program dysfunction has a negative impact on student success that should not be ignored. The college as a community has made great strides in improving communication and fostering a climate of mutual respect. However, there remain pockets within programs where it appears that progress in these areas will not be made without some facilitation supported by the institution.

24. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration, and collegiality.
25. Examples of topics for which there is an expressed desire for workshops include:
 - Ergonomics
 - Presentation by the Bookstore on tips for ordering text books that save students money
 - Use of data to inform program evaluation and decision making
26. Ensure there is institutional awareness and agreement on the levels of service/services that can be sustained and commit to a baseline.

Other

20. ** Provide resources for section 508 compliance and officially identify an officer to ensure the college meets federal compliance regulations.
21. Develop strategies and technology support for ensuring records across campus are updated so that, for example, when individuals leave the college, all areas of the college are notified and can take appropriate action to terminate access such as signature authority (including auxiliary accounts), ISIS access etc.

22. Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
23. Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
24. Review the current electronic interface – or lack thereof – with the LACOE systems. Evaluate options for improving efficiencies and reducing opportunities for error for all District functions either currently dependent on or which should be integrated with LACOE systems.

Activities

In addition to reviewing the self studies for the listed programs, the committee:

- Revised the multiple appendices that provide guidance to programs undergoing review
- Began planning an annual program review process
- Provided orientation for programs scheduled to undergo review in 2010-11
- Met with the S/ILO Committee and DPAC Budget Subcommittee, as well as provided regular reports to DPAC

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES
2011-2012

Goal 1—Educational Advancement and Quality

- Create a “culture of evidence” based on data. Develop an “institutional dashboard” to reflect and monitor institutional effectiveness and student progress.
- Improve student achievement with particular emphasis on addressing basic skills education. Institutionalize initiatives that are proven effective in improving student success.
- Strengthen, expand, and promote workforce/career technical programs and provide basic skills support.
- Infuse global citizenship into faculty instructional practices and student learning.

Goal 2—Community and Government Relationships and Funding Opportunities (Local/State/National)

- Foster community and government relationships and partnerships in fulfillment of SMC mission and goals.
- Develop a plan to ensure the continued success of the Emeritus College program for older adults.
- Strengthen and expand programs and partnerships that serve Santa Monica and Malibu students.
- Strengthen and expand the fundraising capacity of the SMC Foundation. Pursue and obtain federal funds as well as other grant opportunities.

Goal 3—Facilities and Sustainability

- Continue advocacy on the local, state and national level for mass transit solutions including a Santa Monica College station for Expo and continuation of the “Any Line, Any Time” program.
- Maintain progress on all SMC facilities planning and construction projects, including all campus projects and the Civic Center ECE and Malibu centers.
- Continue to adopt sustainability designs and practices for construction and maintain effective staffing for maintenance and operations of facilities.
- Expand public use of college facilities and maximize revenue-generation.

Goal 4—Internal Operations and Campus Relations

- Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives.
- Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
- Encourage respect among all members of the campus community and promote professional development activities for all classified and academic staff and their associations, representatives, organizations and unions.
- Implement intermediate and long-term plans to increase the number of full-time faculty members and continue to move toward parity for adjunct faculty.

Goal 5—Leadership and Articulating a Vision

- Continue planning the development and implementation of a vision for the future of the college.

Reviewed and discussed by the Board of Trustees: 7/19/2011

Approved by the Board of Trustees: 8/2/2011

Santa Monica College
2011-2012 ACADEMIC SENATE OBJECTIVES

1. Address the issue of how best to prevent student cheating. Create and disseminate a document listing specific suggestions and effective methods to address the issue of cheating.
2. The role of the Instructional Support Services Committee is to advise the college concerning the long-term development and institutionalization of supplemental instruction, tutoring, and other instructional student support services.
3. Create a Professional Development Plan based on input from other committees, such as Chairs, Program Review, Ethics and Professional Responsibility, EAC and Budget.
4. Support the signing of ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.
5. Review existing curriculum and course offerings for courses and sections of courses that could be categorized as “sustainability-related” or “sustainability-focused,” with the ultimate goal of qualifying SMC for an AASHE Sustainability Tracking, Assessment and Rating System (STARS) rating.
6. Establish benchmarks for student success (in anticipation of the results of SB 1143). Use these as part of the Dashboard Measures identified by the district in Institutional Effectiveness.
7. Develop Infrastructure for the Study Abroad Program.
8. Adopt a technology plan that guides the District in meeting its technology needs.
9. Create, pilot, and evaluate an annual program review process.
10. Achieve S/ILO proficiency level.

Approved by the Academic Senate: 9/2011

Santa Monica Community College District
Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

- To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.
- To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

- To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.
- To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.
- To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.
- To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.
- To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;
- To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.
- To provide for long-range development planning at the Olympic Shuttle site.
- To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.
- To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.
- To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Technology Objectives 2010-2011

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Due to funding, the standard base-line PC remains at GX270 (on an average of 7-year-old). Photo, CSIS, GIS will upgrade one classroom computers in each of the department.

Contact: Steve Peterson
Budget: \$101,000 – 10-11 CTE
Status: Completed

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 10-11, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: \$183,100 (annualized cost) – General fund
\$10,000 - IBG backfill
Status: Completed

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Most replacement requests are addressed by cascade Dell GX520 computers. 9 new workstations were funded for newly hired faculty.

Contact: Steve Peterson
Budget: \$17,800 – 08-09 IBG
Status: Completed

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 10-11 are consumables, e.g. projector bulbs . Also, included are AAPIA project for the prototype multi-media equipment for a classroom (digital learning studio).

Contact: Al DeSalles
Budget: \$17,500 IBG backfill for supplies
AAPIA to support cost and implementation of DLS
Status: Completed

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: \$6,000, 08-09 IBG
Status: Completed

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Software for Arts, CSIS and GIS.

Contact: Steve Peterson
Budget: \$6,600, 08-09 IBG
Status: Completed

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez (instructional), Steve Peterson (technology)
Budget: See objective 1
Status: Pending

Objective 8 Campus-wide infrastructure equipment renewal – Windows Server 2008, Exchange 2010 server upgrade

Update College Windows server environment and phase out de-supported services. Windows 2008 server and domain upgrade completed. Exchange 2010 server upgrade is planned for summer 2011.

Contact: Dan Rojas
Budget: \$10,000 – IBG backfill
Status: Windows 2008 upgrades completed.
Exchange 2010 in progress

Objective 9 Campus-wide virtualization desktops implementation

Implement a cost-effective solution to increase the productivity of IT support staff by utilizing centralized and virtualization desktop technology. The plan will include a multi-year process to migrate the current individual workstations to a consolidated infrastructure and thin client technology.

VDI technology prototype was completed summer 2010. Certain areas can take full advantages of virtual desktop technology, such as English computerized classrooms, podium computers, library common area workstations, and Cayton computer lab. As virtual technology evolves and funding becomes available, there are future plans to expand the VDI technology implementation to support computing needs in a broader scope.

Contact: Dan Rojas/Joshi John
Budget: \$78,000 – 08-09 One-time block grant
Status: Prototype evaluation project completed.

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Lee Johnston

Budget: MIS development
Status: Pre-requisites enforcement for Life Science courses – Completed
SLO data collection project – Completed
Started the effort to consolidate technology services with SSO (Single-Sign-on) integration from Student Portal. – Completed
Regent Financial Aid System implementation phase II.- Completed
On-line attendance rosters – Hold
International Education System implementation – Completed
Event Scheduling/Facility Reservation system integration - Completed

Objective 11 Plan and evaluate technology feasibility to upgrade current SMC website to Sharepoint technology.

Network Services staff were trained on administering Sharepoint 2010. The Sharepoint is successful built on the existing virtual server environment. Content from the current CMS has been migrated to the Sharepoint environment. End user training and website go-live is scheduled for summer.

Contact: Bob Dammer
Budget: Server – Existing hardware from virtual server environment
MS Sharepoint/SQL servers - \$15,000
Content migration to SharePoint will be largely covered by existing contract with Sector Point.
Status: In Progress.

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 08-09

The capacity of Drescher Hall 306 data center has reached its physical limits. There are plans to build new facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization.

Contact: Jocelyn Chong
Budget: Construction infrastructure funds.
Status: In progress.
Server virtualization project successfully minimized current demand for power and cooling usage in the interim when new facility is planned.
New facility is located on the South side of main campus, adjacent to the Library.
The new facility will create more integrated technology services, updated data center, and network/server infrastructure. The building plan is currently being developed.

Objective 14 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective web content to disseminate information.

Contact: Jocelyn Chong
Budget: Technology User Support development
Status: In progress.
Staff/faculty technology handbook online.
Student online support/help system (www.smc.edu/AskPico) on production.

Objective 15 MIS Server Upgrade/Replacement

Plan, evaluate, and implement the upgrade of WebISIS and self-service portals server/storage infrastructure to ensure best cost/performance, as well as replacing outdated servers that are costly to maintain.

Contact: Jocelyn Chong
Budget: Construction infrastructure fund
Status: Completed

Objective 16 Wireless implementation

Analyze and evaluate a road map to deploy wireless technology in logical locations campus-wide. SMC wireless deployment plan will be evaluated in parallel with campus facility plan as well as SMC mobile technology plan.

Contact: Bob Dammer
Budget: Construction Infrastructure fund
Status: In progress. Major progress has made to improve the availability and reliability on SMC Wireless LAN infrastructure. The WiFi coverage on SMC campuses has doubled this year. Detailed coverage map and student support instructions are current being developed. The information will be available via askpico to a new Sharepoint site.

Objective 17 Evaluate the feasibility of implement faculty Identity Management (IM) and integration of Google hosted email/apps system to enhance Cloud technology enabled learning environment.

Research and evaluate the possibility of migrating/integrating faculty with students' Google Apps environment to fully take advantage of the cloud technology. Google provides enhanced email and application functions, large mail boxes/storage to education institutions and their faculty, staff and students free of charge.

Contact: Jocelyn Chong
Budget: N/A
Status: Student IM and Google Apps are fully implemented for students. There are Approx. 130,000 student accounts already issued after go-live with Google-Apps for students. Google has increased our max. # of accounts to 260,000 for the student.smc.edu domain.
A group of faculty members are working with IT to pilot Google Apps usage in the classrooms to determine the feasibility to extend the service offerings.

Objective 18 Upgrade AS Computer Lab Printing Management Software

Test and implement a separate print management Papercut software service for the AS Cayton computer lab. The printing requirements in this lab differ from the campus print-for-pay system.

Contact: Joshi John
Budget: N/A – Existing hardware with virtualization implementation
Existing Papercut campus license (negotiated to cover multi-instances)
Status: Completed

Technology Objectives 2011-2012

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Due to funding, the standard base-line PC remains at GX270 (on an average of 9-year-old). CSIS will upgrade one lab computers and AET will upgrade two computerized classrooms. All replaced higher end computers will be cascaded to address English classrooms, Science labs, Art lab, and faculty/staff's computer upgrade needs.

Contact: Steve Peterson
Budget: \$330,000 - TBD
Status: In progress

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 10-11, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: \$185,000 – General fund
\$650,00 – Lottery instructional fund
Status: In Progress

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests. There are approx. 20 new computers required for new full-time faculty this year.

Contact: Steve Peterson
Budget: \$30,000 – TBD
Status: Pending

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 11-12 are consumables, e.g. projector bulbs .

Contact: Al DeSalles
Budget: \$17,500 – Lottery instructional fund
Status: In Progress

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: \$6,000, IBG backfill
Status: In Progress

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Software for CSIS and Earth Science, replacement servers for AET.

Contact: Steve Peterson
Budget: \$20,000 IBG backfill
Status: In Progress

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez (Instructional), Steve Peterson (Technology)
Budget: TBD
Status: Pending

Objective 8 Campus-wide infrastructure equipment renewal

Plan, evaluate, and implement the campus network core switch upgrade plan. The updated infrastructure will enable 10GB data bandwidth on core switches located in the MDF and Drescher server room. The upgraded design also comes with necessary redundancy (high availability configuration) to maximize network uptime in meeting 7/24/365 services requirements. Also included in the project is a web request load balancer. This technology will enable College web services to handle large volume of concurrent requests without comprising the performance of page loading.

Contact: Bob Dammer/Dan Rojas
Budget: \$175,000 – Construction infrastructure fund
Status: In progress

Objective 9 Campus-wide virtualization desktops implementation

VDI technology is evolving. The limitation and restriction of current stage of the technology could be potentially costly if deployment plan is not implemented properly. IT will continue utilizing previous pilot project experiences to evaluate the expansion possibility and propose multi-year implementation plans.

Contact: Jocelyn
Budget: N/A
Status: Evaluation

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Lee Johnston
Budget: MIS development
Status: CTE online survey – in progress.

Online Flex-time tracking system – in progress
Further consolidate technology services with SSO (Single-Sign-on) integration from Student Portal. – in progress
Enterprise mobile application - in progress
On-line attendance rosters – hold
e-Transcripts – in progress

Objective 11 Plan and evaluate technology feasibility to upgrade current SMC website to Sharepoint technology.

Contact: Bob Dammer
Budget: TBD

The current SMC website is utilizing a proprietary content management system that is being phased out by the vendor. The Network Services Department is currently working to implement Sharepoint as an alternative.

Status: In Progress.

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 10-11

The capacity of Drescher Hall 306 data center has reached its physical limits. New plan will build new facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization.

Contact: Jocelyn Chong
Budget: Construction infrastructure funds.
Status: In progress

Server virtualization project successfully minimized current demand for power and cooling usage in the interim when new facility is planned.
New facility is located on the South side of main campus, adjacent to the Library.
The new facility will create more integrated technology services, updated data center, and network/server infrastructure. The building plan is currently being developed.

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development. There is a pressing need to identify a replacement of Remedy (de-supported current SMC employee technology helpdesk system).

Contact: Jocelyn Chong
Budget: TBD
Status: In progress.
Pending

Objective 14 MIS Server Upgrade/Replacement and Disaster Recovery Project

Plan, evaluate, and implement the upgrade of WebISIS and self-service portals server/storage infrastructure to ensure best cost/performance, as well as replacing outdated servers that are costly to maintain. New servers are procured in 10-11. Services migration from the old servers

to the new ones is in progress. Migration plan is scheduled to complete in summer. The disaster recovery mechanism is scheduled to be implemented next.

Contact: Lee Johnston
Budget: N/A
Status: Procurement completed. Migration and implementation in Progress

Objective 15 Evaluate the feasibility of implement faculty IM and integration of Google hosted student email/apps system to enhance Cloud technology enabled learning environment.

Research and evaluate the possibility of migrating integrate faculty with students' Google Apps environment to fully take advantage of the These companies provide enhanced email and application functions, large mail boxes to enrolled students free of charge.

Contact: Jocelyn Chong
Budget: N/A
Status: Evaluation

Objective 16 Assess SMC mobile computing direction and develop implementation plans

Evaluate the support model of enterprise mobile device usage and develop a feasible implementation plan to support the needs. In parallel, plan and implement mobile enabled SMC Portal applications to facilitate users' information access via their hand-held devices. SMC WiFi plan needs to be re-evaluated as well to ensure the solution meets the near future density demands.

Contact: Jocelyn Chong/Bob Dammer/Lee Johnston
Budget: TBD
Status: In progress

Appendix: Institutional Effectiveness Matrix

2010 Institutional Effectiveness Framework

College's Supporting Goals	Student Input	Environment	Performance Indicators
1) Innovative and Responsive Academic Environment	A. Unduplicated Credit Student Headcount Demographic B. Student Gender C. Student Ethnicity/Race D. Student Age by Age Group Student Characteristics E. Student Residence Status F. Last High School Attended G. Student Educational Goal H. Student Credit Unit Load I. Financial Aid Recipient Status Students Entering Math and English Skills J. Percentage First-time Students Taking Math Placement K. Percentage First-time Students Taking English/ESL Placement L. First-time Students Math Placement Results	Instructional Support and Tutoring Programs Student Support Centers/Services Programs and Center Use Description Q. Number of Visits and Students Served R. Center Visitors by Gender S. Center Visitors by Ethnicity/Race T. Center Visitors by Age Group	Progress 1.1 Percent of Students Earning 30 Units Within Six Years 1.2 Term-to-Term Persistence 1.3 Progress through Basic Skills Course Success 1.4 Course Success Rates 1.5 Course Success Rates by Course Type 1.6 Course Success Rates by Mode of Instruction 1.7 Course Retention Rates 1.8 Cumulative GPAS Achievement 1.9 Progress and Achievement Rate 1.10 Career Certificates and Degrees Awarded 1.11 Time to Certificate/Degree 1.12 Transfers to Public 4-Year Institutions 1.13 Transfer Rates Global Citizenship 1.14 Study Abroad Participation 1.15 Persistence of International Students 1.16 Enrollment in Global Citizenship Courses
	M. First-time Students English Placement Results N. First-time Students ESL Placement Results O. First-time Students ESL Placement Results by Residence Status P. First-time Students and Basic Skills Status		Enrollment of Historically Underrepresented Students in District 2.1 Percentage of District HS Graduates Enrolled at SMC 2.2 Ratio Historically Underrepresented Students in District to Historically Underrepresented Residents in District 2.3 Ratio Low-Income Students in District to Low-Income Residents in District Response to Community Needs 2.4 Enrollment in Emeritus Courses 2.5 Enrollment by Course Time Length 2.6 Enrollment in Distance Learning Courses 2.7 Enrollment in Transferable Courses 2.8 Enrollment in Basic Skills Courses 2.9 Count of Dual-Enrolled Students 2.10 Enrollment in Non-Credit ESL Courses 2.11 Enrollment in Intensive English Program (IEP) Courses Student Equity 2.12 Fall-to-Fall Persistence by Ethnicity/Race 2.13 Fall-to-Fall Persistence by Gender 2.14 Course Success Rates by Ethnicity/Race 2.15 Course Success Rates by Gender 2.16 Certificates/Degrees Awarded by Ethnicity/Race 2.17 Certificates/Degrees Awarded by Gender 2.18 Transfers to UC/CSUs by Ethnicity/Race 2.19 Transfer Rates by Ethnicity/Race 2.20 Transfer Rates by Gender
2) Supportive Learning Environment			

College's Supporting Goals	Background	Performance Indicators
3) Supportive Collegial Environment	U. Employees by Job Classification V. Employees by Gender W. Employees by Ethnicity/Race X. Employees by Age Group Y. Years of Service	3.1 Ethnicity/Race Comparison, Employees vs. Students
4) Stable Fiscal Environment	<i>Description of Current Economic State in Education</i>	4.1 Percentage of Total Expenditures Spent on Salaries and Benefits 4.2 College-wide Load 4.3 Ratio of Fund Balance to Total Expenditures 4.4 Federal, State, and Local Grants & Restricted Programs Revenue 4.5 Compliance with the 50 Percent Law
5) Sustainable Physical Environment	<i>Description of Sustainable Practices</i>	5.1 Total Waste Tonnage Disposal 5.2 Annual Employee and Student Per Capita Waste Disposal

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2010-2011

During 2010-2011, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 16 recommendations approved by DPAC during 2010-2011 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1 Innovative and Responsive Academic Environment

Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

#97-A Approval of the draft of the final Master Plan for Education 2010-2011 UpdateSeptember 22, 2010

Goal 2 Supportive Learning Environment

Provide access to comprehensive student learning resources such as library, tutoring and technology.

Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Goal 3 Stable Fiscal Environment

Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

#96-A Consensus that DPAC received and discussed the motion passed by the Budget Planning Subcommittee.August 25, 2010

#99-A Approval of seven revenue and cost savings recommendations approved by the Budget Planning Subcommittee..... December 8, 2010

#100-C Consensus that DPAC affirms the College’s current budgeting practice of recognizing one-time monies at the time the amount can be reasonable projectedJanuary 26, 2011

#101-C Consensus that DPAC acknowledge the recommendation of the Budget Planning Subcommittee to accept and affirm the second quarter Unrestricted General Fund Report.....January 26, 2011

- #102-A Budget Objective #1 (Revision) Develop a budget plan that brings available ongoing revenues and expenditures in balance with the adoption budget for 2013-14. February 23, 2011
(*approved by the Superintendent/President*)
- #103-A Budget Principle I: (Revision) Maintain employment for SMC personnel. February 23, 2011
(*not approved by the Superintendent/President*)
- #105-A Approval of 2011-2012 Savings and Revenue Ideas March 30, 2011
- #106-A Received and affirmed the 2011-2012 Tentative Budget.....May 25, 2011
- #108-C Approval of the Budget Glossary June 8, 2011

Goal 4 Sustainable Physical Environment

Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.

- #109 Reviewed and accepted the Facilities Planning June 22, 2011
- #110 Supports the implementation of the ACUPCC Task Force Climate Action Plan Recommendations June 22, 2011

Goal 5 Supportive Collegial Environment

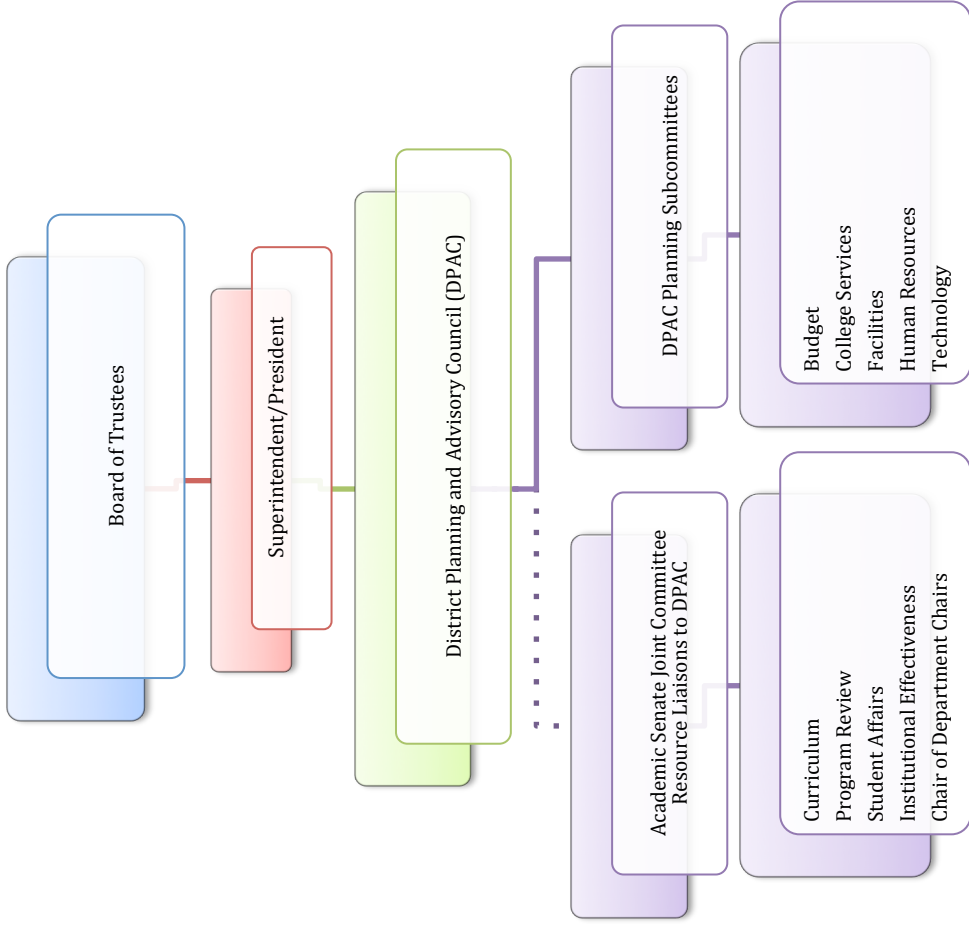
Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

- #104-A Acceptance of Equal Employment (EEO) PlanMarch 9, 2011

Organizational Functions

- #95-A Agreement that all issues referred to the DPAC planning subcommittees should be added to the annual charges to the subcommittee and that the monthly reports to DPAC should focus on those annual charges.August 11, 2010
- #98-A Approval of the DPAC 2009-2010 Annual Report.....September 22, 2010
- #107-A Election of Vice-Chair for 2011-2012.....May 25, 2011

Santa Monica College
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)





**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2012-2013 UPDATE**

2012-2013 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2012-2013 UPDATE
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MASTER PLAN FOR EDUCATION, 2012-2013

INTRODUCTION AND STRATEGIC PLANNING SUMMARY

Santa Monica College adopted its first formal *Master Plan for Education* in 1997, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements, evaluation of the institutional planning process, and identification of long-term strategic initiatives to inform the annual identification of institutional objectives. The results of the College's 2011-2012 long-term strategic planning process are incorporated into this 2012-2013 *Master Plan for Education* update.

A review of the College's Vision, Mission, and Goals statements during the last strategic planning effort (which began in 2006) resulted in a substantive revision through which the four Institutional Learning Outcomes became the central focus of institutional goals. In its 2011 review of the Vision, Mission and Goals statements, the Strategic Planning Task Force recommended minor revisions which were subsequently approved by DPAC, the Superintendent/President, and the Board of Trustees (at its April 3, 2012 meeting).

Four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified in the previous strategic planning effort to focus college planning from 2007 through 2012. From 2006-2007 through 2011-2012, the College completed 58 institutional objectives (out of a total of 163) related to these four strategic initiatives. In addition to driving the allocation of District general fund resources, the initiatives have been the basis for several successful federal, state, and local grant applications—U.S. Department of Education Title V Math/English Cooperative Grant (Basic Skills), U.S. Department of Education FIPSE Center of Excellence for Veteran Student Success Grant (Basic Skills), U.S. Department of Education Asian American and Native American Pacific Islander Serving Institutions Program (Basic Skills), U.S. Department of Education Science, Technology, Engineering and Mathematics [STEM] Grant (Basic Skills), U.S. Department of Education TRIO Student Support Services Grant (Basic Skills), City of Santa Monica Pico Promise Grant (Basic Skills), two SB 70 Career Technical Education Community collaboratives (Career Technical Education, Sustainable Campus), U.S. Department of Labor Community Based Job Training Grant (Sustainable Campus, Career Technical Education), LAUP [Los Angeles Universal Preschool] Early Start Pathway (Career Technical Education), Chancellor's Office Enrollment Growth for ADN to RN Programs (Career Technical Education), Chancellor's Office ADN to RN Collaborative (Career Technical Education), U.S. Department of Education Title V Developing Hispanic Serving Institutions Grant (Basic Skills, Career Technical Education), and U.S. Department of Education Title VI-A Undergraduate International Studies and Foreign Language Grant (Global Citizenship). Additionally, three new instructional programs—Photovoltaic Installation, Recycling and Resource Management, and Medical Laboratory Technician—were developed as a direct result of these strategic initiatives. Each year, the Board of Trustees has reviewed and discussed progress reports on all four strategic initiatives.

The institutional planning process is coordinated by the District Planning and Advisory Council (DPAC), the College's primary planning body. A DPAC task force leads the long-term strategic planning process every five years, and the Council itself is responsible for the annual *Master Plan for Education* updates. Both the annual update process and the resulting document have undergone major revisions over the last five years in order to more clearly document linkages within the overall institutional planning process—mapping each institutional objective to one or more of the Institutional Learning Outcomes Supporting Goals in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions; including, as appropriate for each objective, references to strategic initiatives and action plans, program review recommendations, Board of Trustees Priorities, Academic Senate Objectives, accreditation recommendations and self-identified plans, and other planning documents; identifying an estimated cost and funding source (with a descriptive budget narrative) for each institutional objective; and describing methods to accomplish each specific objective and anticipated outcomes.

In preparation for formulating new institutional objectives each year, DPAC reviews a number of major planning documents, including, but not limited to:

- Strategic Initiatives
- Program Review Annual Report
- Institutional Effectiveness Report
- Board of Trustees Priorities
- Accreditation Team Recommendations
- Accreditation Self-Study Planning Agenda
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In order to make the *Master Plan for Education* Annual Update a more complete and useful reference, the pertinent documents are included (at least in summary form) as Addenda each year. Central to the discussion is always the Program Review Annual Report. In addition to preparing an executive summary of its findings for each program, the Academic Senate Joint Program Review Committee submits to DPAC an annual report that contains a list of “overarching issues” as well as a summary of the recommendations for each program reviewed that year. All of these recommendations and “overarching issues” are discussed, and several of the new institutional objectives each year are derived from them. Those that do not rise to the level of becoming institutional objectives are assigned to relevant planning committees or subcommittees. Also considered in the development of institutional objectives are objectives proposed by the constituent groups represented on DPAC and the recommendations of the college vice presidents based upon consultation with appropriate faculty and staff within their divisions. DPAC then refines the list of proposed objectives, with a particular emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

Beginning with the 2010-2011 update, DPAC has documented its evaluation of the responses to the prior year’s institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. As part of the long-term strategic planning process, the Strategic Planning Task Force also applied this evaluation tool to the prior three years in order to measure progress and note any changes that may have occurred. From 2006-2007 through 2011-2012, there were 163 institutional objectives. Of these, 119 (73%) were categorized as either Completed or Substantially Completed at the end of the year; 39 (24%) were categorized as Addressed; and only 5 (3%) were categorized as Not Addressed. Most of those in the last two categories were completed in subsequent years. However, a few were never completed because they were determined to be no longer relevant.

In addition to quantifying these completion results, DPAC also reviewed the quality of the institutional objectives in terms of scope (truly institutional or more operational in nature), measurability, and number. This review resulted in significant changes in the institutional objectives for the last three years. They now tend to be fewer in number (14 in both 2009-2010 and 2010-2011; 11 in 2011-2012) as compared to 52 in 2008-2009, more institutional in scope, phased so that they can be accomplished in one year, and more measurable. This has resulted in higher completion rates (79% either Completed or Substantially Completed in both 2009-2010 and 2010-2011; 82% in 2011-2012). The relationship between the annual institutional objectives and the budget has also grown stronger. Two of the 2011-2012 institutional objectives were responsible for over \$1 million in general fund budget allocations for four targeted areas—supplemental instruction, information technology, instructional equipment, and facilities maintenance.

As stated previously, the program review process is central to the development of the annual institutional objectives. In existence since the mid-1980s, SMC’s program review process is mature, effective, and respected. All college programs—academic, instructional and student support services, and administrative services—are reviewed every six years on a rotating cycle by the Academic Senate Joint Program Review Committee. The review is based upon data-driven self-studies submitted by each program. The Committee is currently implementing an online annual update process for all programs. This promises to enhance the overall planning process by ensuring consideration of the most current information from all college programs.

Two recently developed processes—the ISIS cataloging system for student learning and unit outcomes and the Institutional Effectiveness Report and Dashboard—are also becoming integral to overall institutional planning. Currently, assessment data for student learning outcomes for all courses are recorded in ISIS (the College’s student services and administrative computing system) and mapped to institutional learning outcomes. Similar portals are being developed to store student and instructional services outcomes and administrative unit outcomes. Having these outcomes housed in the College’s enterprise system will facilitate useful reports based upon student and institutional characteristics. From the annual Institutional Effectiveness Report, a “dashboard”—based upon seven key indicators related to Basic Skills, Career Technical Education, Transfer, Distance Education, and Student Equity—has been developed specifically to inform institutional planning.

The current accreditation standards are focused upon integrated institutional planning, program review, and assessment of learning outcomes. Based upon its institutional self-study and the comprehensive visit of an accrediting team in March 2010, Santa Monica College’s accreditation was reaffirmed through 2016. In April 2011, SMC was one of two model colleges selected to present its program review and integrated planning processes at an ACCJC (Accrediting Commission for Community and Junior Colleges) regional workshop in northern California and has been invited to give a similar presentation in southern California in October 2012. The College was also the recipient of a 2011 POWER Award from the Research and Planning Group for California Community Colleges for “Outstanding General Education Outcomes Assessment.”

In addition to the quantitative analysis of the College’s performance in implementing the four strategic initiatives, the Strategic Planning Task Force also considered qualitative evidence, including the annual reports to the Board of Trustees on the four initiatives and the supporting data and documentation. In the judgment of the task force, the College has been enormously successful in implementing the four initiatives, and there is abundant evidence that they have truly been institutionalized. However, task force members expressed concern that, since these four initiatives have become part of the fabric of the institution, and, in fact, two of them—Basic Skills and Career Technical Education—are part of the mission of SMC and all California community colleges, it should not appear that they are in any way being “abandoned” to make way for the new 2012-2017 strategic initiatives. Therefore, it was agreed that the task force would recommend to DPAC that the four 2006-2011 institutional objectives continue to be “tracked” in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives. This was subsequently approved by DPAC.

Upon completion of the review of the Vision, Mission and Goals statements and the evaluation of the institutional planning process, the DPAC Strategic Planning Task Force engaged in animated discussions of various ideas for new institutional objectives to guide institutional planning from 2012-2017. The group ultimately recommended the following two initiatives, which have subsequently been approved by DPAC and the Superintendent/President:

GRIT (Growth/Resilience/Integrity/Tenacity)—to enhance student success and enrich the college community by focusing attention on non-cognitive attributes like grit, perseverance, dedication, integrity, thoughtfulness, and engagement

I³ (Institutional Imagination Initiative)—to envisage a future for the SMC community that—through responsive engagement and increased connection between and among all segments of the SMC community—focuses on fostering, nurturing, and valuing imagination, creativity, and innovation. This initiative will include the exploration of intriguing new pedagogical and structural models and the role of technology to guide the process of preparing students for accelerating change, careers that are yet to exist, and access to educational opportunity

Four of the eleven institutional objectives in this 2012-2013 *Master Plan for Education* annual update are based upon these two new strategic initiatives.

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

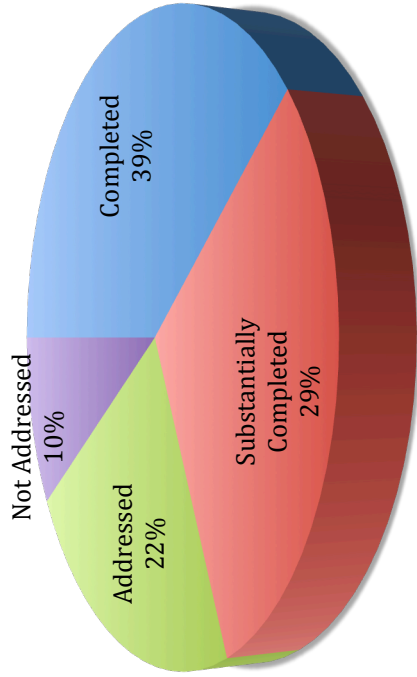
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>								
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing"?						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>								
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓			
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓		
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓		
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓			
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓	
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓			
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓	
15. To develop and implement and improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.						✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.						✓		

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
17. To develop and implement a more extensive orientation process for newly hired classified employees.								✓	
18. To complete review of health benefit options (including those for retirees) by the Health Benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓				
19. To facilitate District implementation of the Hay Classification Study.							✓		
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓		
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.								✓	
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.								✓	
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet-accessible storage location.						✓			
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.							✓		
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓						
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through-put.							✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.							✓	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.							✓	
29. To complete the online work order system.						✓		
30. To develop campus directional signage on all campuses to facilitate navigation of facilities by students staff and visitors.							✓	
31. To replace existing energy management systems (generators) and heating systems (boilers) to address new AQMD requirements.			✓		✓			
TOTALS								
31 Institutional Objectives								
	2	0	2	1	12	9	7	3

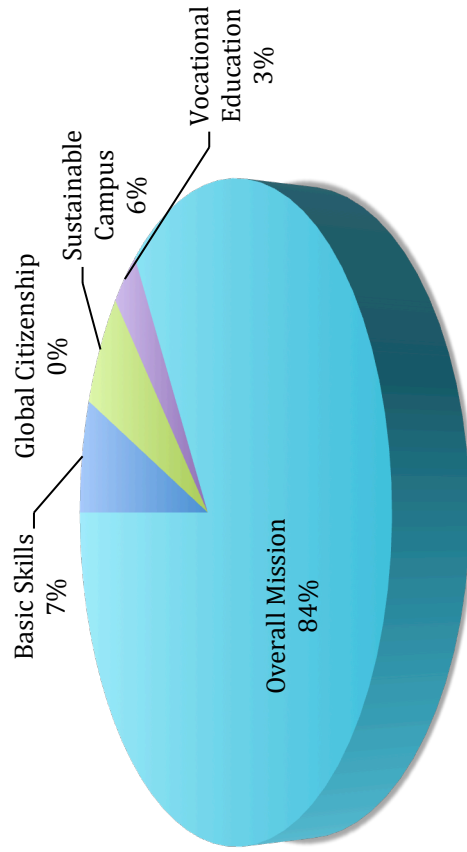
Institutional Objectives, 2006-2007 Level of Completion



31 Institutional Objectives

- 12 Completed
- 9 Substantially Completed
- 7 Addressed
- 3 Not Addressed

Institutional Objectives, 2006-2007 Related to Overall Mission and Strategic Initiatives*



31 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 2 Sustainable Campus
- 1 Vocational Education
- 26 Overall SMCCD Mission

**The Strategic Initiatives had not yet been determined*

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2007-2008								
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008

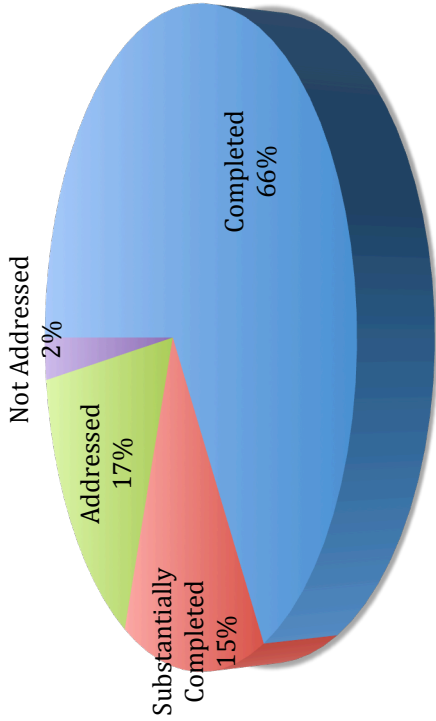
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.					✓			
20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓	✓		✓			

INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.						✓		
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies							✓	
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2007-2008								
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS	6	1	5	3	27	6	7	1
41 Institutional Objectives								

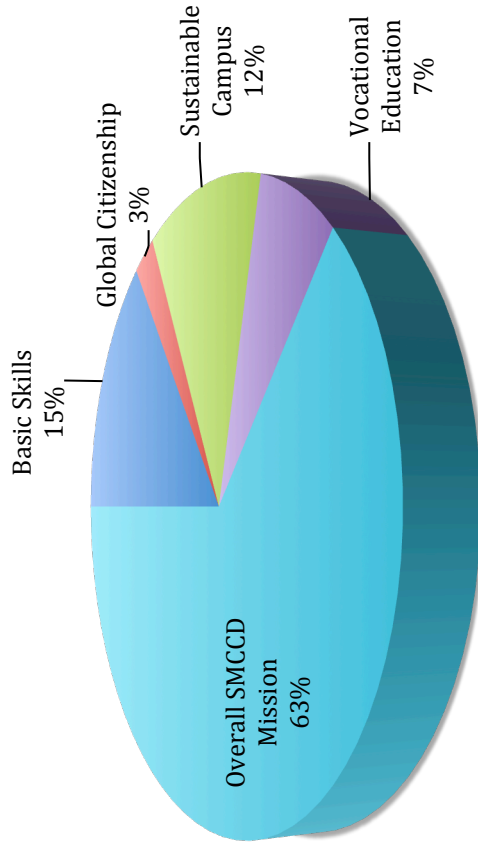
Institutional Objectives, 2007-2008 Level of Completion



41 Institutional Objectives

- 27 Completed
- 6 Substantially Completed
- 7 Addressed
- 1 Not Addressed

Institutional Objectives, 2007-2008 Related to Overall Mission and Strategic Initiatives



41 Institutional Objectives

- 6 Basic Skills
- 1 Global Citizenship
- 5 Sustainable Campus
- 3 Vocational Education
- 26 Overall SMCCCD Mission

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2008-2009								
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓			
2. To make progress toward filling vacant classified positions.					✓			
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓	
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓	
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or “area of emphasis” of at least 18 units.					✓			
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓			
7. To expand staff development and training opportunities for Distance Education faculty.					✓			
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (✓		✓		
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓		✓		
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓		✓		
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓		✓		
18. To implement a pilot program of providing library instructional services to students at satellite sites.						✓		
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.						✓		
20. To institutionalize Early Alert training as part of new faculty orientation.						✓		

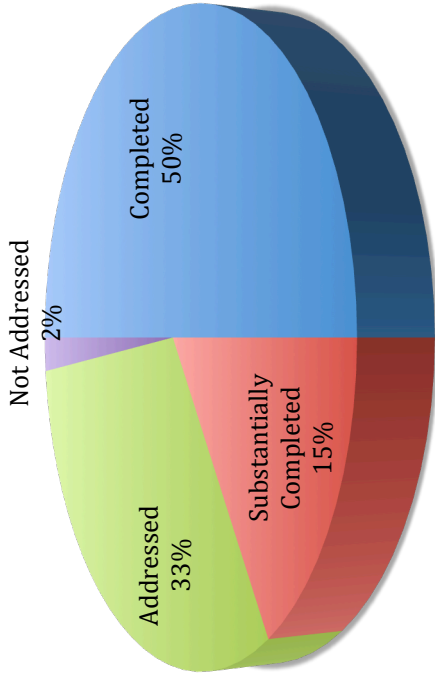
INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2008-2009									
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓			
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓				
33. To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.								✓	
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓		
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓		
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓		
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓				✓		
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓			✓			
39. To hire permanent classified staff to support sustainability initiatives.			✓			✓			
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓			✓			
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓			✓			

INSTITUTIONAL OBJECTIVES

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

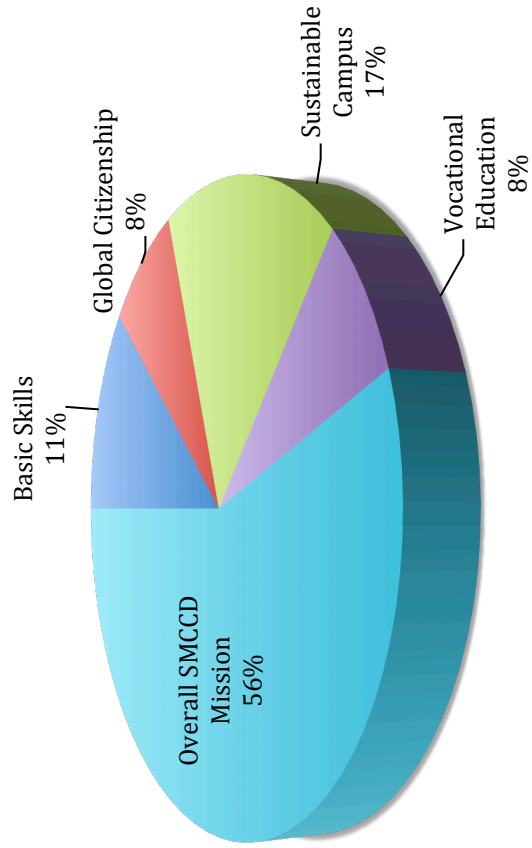
Institutional Objectives, 2008-2009 Level of Completion



52 Institutional Objectives

- 26 Completed
- 8 Substantially Completed
- 17 Addressed
- 1 Not Addressed

Institutional Objectives, 2008-2009 Related to Overall Mission and Strategic Initiatives



52 Institutional Objectives

- 6 Basic Skills
- 4 Global Citizenship
- 9 Sustainable Campus
- 4 Vocational Education
- 29 Overall SMCCCD Mission

Santa Monica Community College District

Five-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

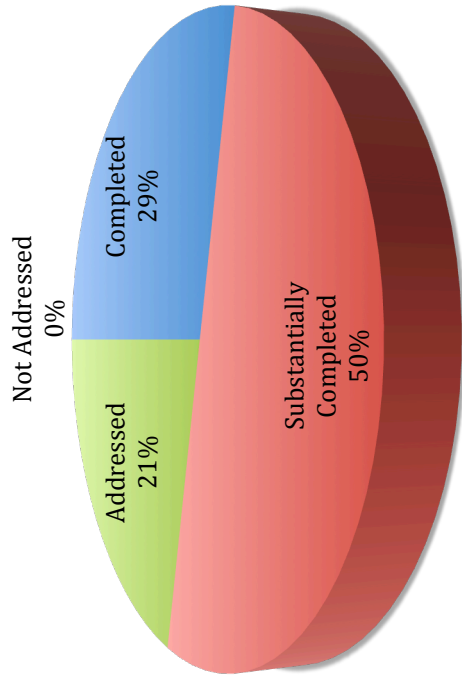
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a college-wide plan for the funding, implementation and maintenance of Career Technical programs.				✓		✓		
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		

INSTITUTIONAL OBJECTIVES

2009-2010

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
7. Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKS, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions c. Possible integration of services, and d. Review of services provided and strategic support by the general fund and other funding sources.						✓		
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
9. Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓			✓		
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS	1	1	1	1	4	7	3	0
14 Institutional Objectives								

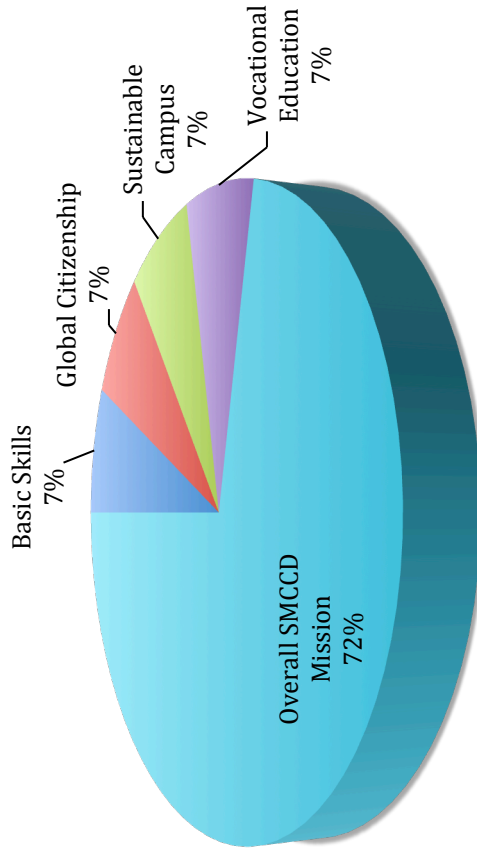
Institutional Objectives, 2009-2010 Level of Completion



14 Institutional Objectives

- 4 Completed
- 7 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2009-2010 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 1 Basic Skills
- 1 Global Citizenship
- 1 Sustainable Campus
- 1 Vocational Education
- 10 Overall SMCCD Mission

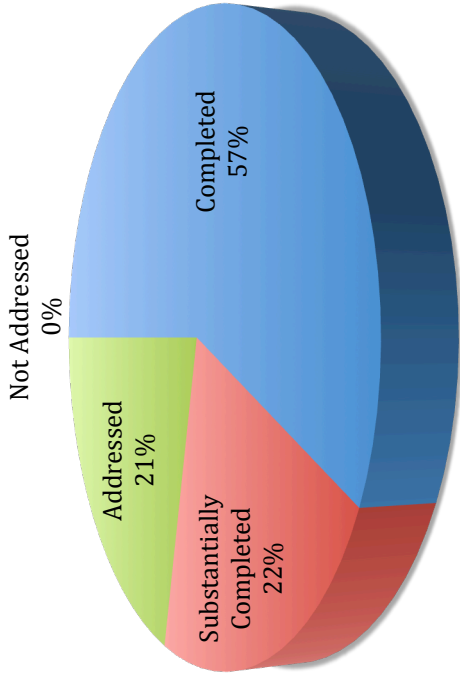
Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2010-2011								
1. Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.							✓	
2. Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.						✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.	✓							✓

	Strategic Initiatives	Completion Status			
		Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2010-2011	Basic Skills Initiative				
	Global Citizenship				
	Sustainable Campus				
	Vocational Education				
9. Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.		✓			
10. Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).		✓			
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>	✓				
12. Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. <i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i>				✓	
13. Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>		✓			

	Strategic Initiatives	Completion Status			
		Completed	Substantially Completed	Addressed	Not Addressed
<p style="text-align: center;">INSTITUTIONAL OBJECTIVES 2010-2011</p> <p>14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>	Basic Skills Initiative	2	0	0	0
	Global Citizenship	0	3	1	0
	Sustainable Campus	3	0	0	0
	Vocational Education	1	0	0	0
		8	3	3	0
TOTALS		14 Institutional Objectives			

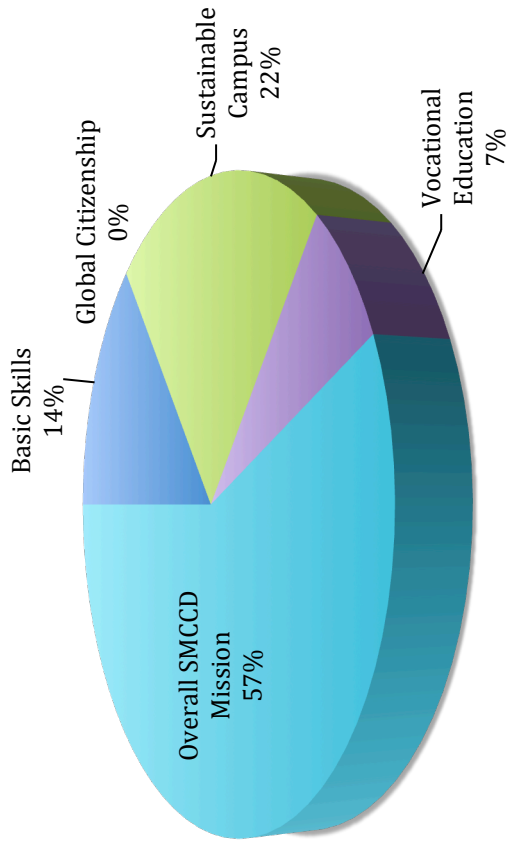
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2010-2011 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 3 Sustainable Campus
- 1 Vocational Education
- 8 Overall SMCCD Mission

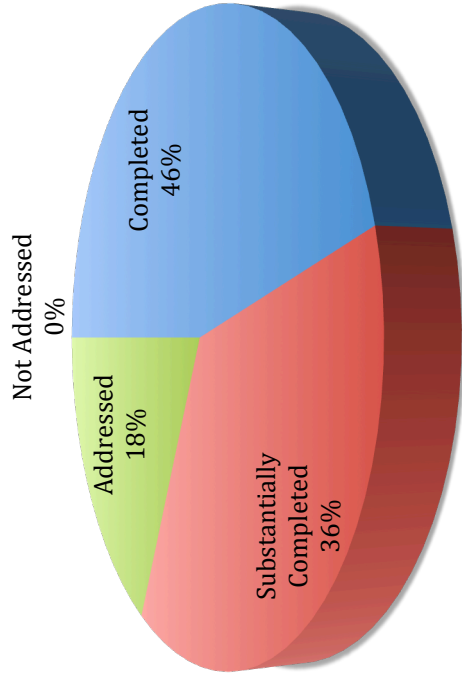
Santa Monica Community College District

Five-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2011-2012</p>								
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓					✓						
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		✓				✓						
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..						✓						
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.						✓						
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.											✓	
TOTALS 11 Institutional Objectives	2	1	2	0	0	5	4	2	2	0	2	0

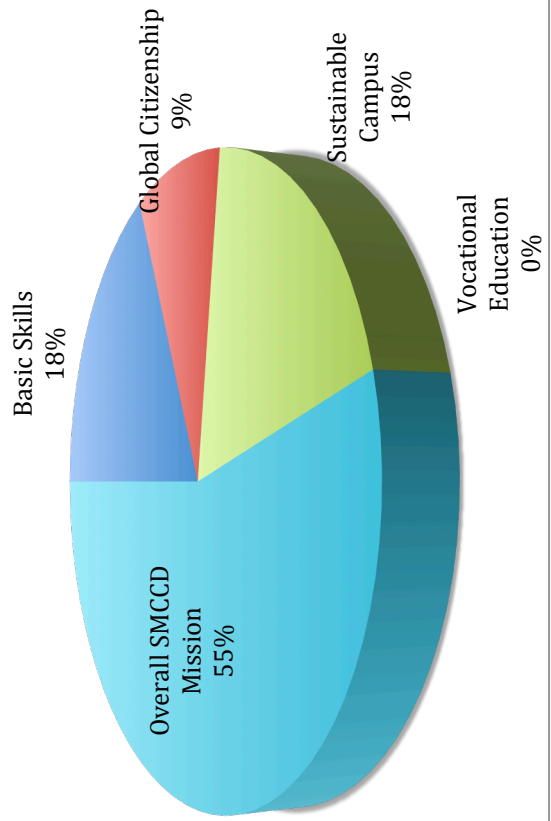
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

- 5 Completed
- 4 Substantially Completed
- 2 Addressed
- 0 Not Addressed

Institutional Objectives, 2011-2012 Related to Overall Mission and Strategic Initiatives

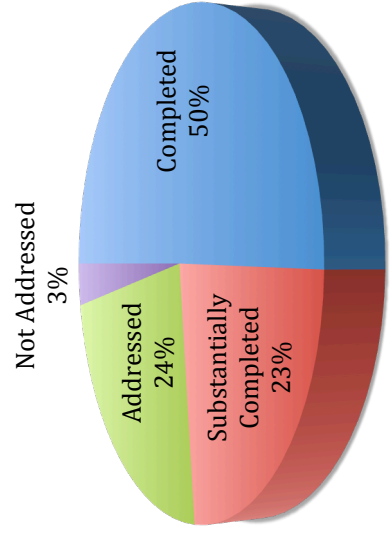


11 Institutional Objectives

- 2 Basic Skills
- 1 Global Citizenship
- 2 Sustainable Campus
- 0 Vocational Education
- 6 Overall SMCCD Mission

Overall SMCCD Mission	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 – 2011-2012								
2006-2007 TOTALS 31 Institutional Objectives	26	2	0	2	1	12	7	3
2007-2008 TOTALS 41 Institutional Objectives	26	6	1	5	3	27	7	1
2008-2009 TOTALS 52 Institutional Objectives	29	6	4	9	4	26	17	1
2009-2010 TOTALS 14 Institutional Objectives	10	1	1	1	1	4	3	0
2010-2011 TOTALS 14 Institutional Objectives	8	2	0	3	1	8	3	0
2011-2012 TOTALS 11 Institutional Objectives	6	2	1	2	0	5	2	0
2006-2007 – 2010-2011 TOTALS 163 Institutional Objectives	106	19	7	22	10	82	39	5

**2006-2007 -- 2011-2012 Institutional Objectives
Level of Completion**





Santa Monica Community College District

Vision, Mission, and Goals

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012



Santa Monica Community College District

Master Plan for Education – Institutional Objectives, 2012-2013

Number	Proposed Institutional Objective to be Developed
#1	To identify and implement strategies to assist programs in maintaining a web and social media presence.
#2	To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.
#3	To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.
#4	To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.
#5	To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.
#6	To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.
#7	To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.
#8	To develop a plan for organizing and institutionalizing a strategic initiative called I ³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.
#9	To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.
Institutional Objectives – Continued from 2011-2012	
#10	To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.
#11	To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1 To identify and implement strategies to assist programs in maintaining a web and social media presence.	<i>Responsible Area(s)</i> Enrollment Development			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#7) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Train departmental web publishers on using SMC’s web platform (SharePoint) • Create a plan that ensures access to training in basic SharePoint skills for faculty and staff and technical, content management and site organization support and advice to departments that need assistance building out their web presence. • Based on SMC/program needs, develop a library of SharePoint training documents and materials. • Develop and approve a social media policy that would apply to all official SMC social media channels/accounts. • Plan social media education and professional development opportunities when possible. • Set up a SMC social media “index” page that lists and links to all official SMC social media pages. • Web Content & Digital Marketing Facilitator provides technical, content management and site organization support and advice to departments that need assistance building out their web presence. 				
<i>Estimated Cost:</i> Minor materials costs for preparation of training documents and materials		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Web Content Facilitation department budget		
<i>Budget Planning Narrative:</i> These minor materials costs are already budgeted.				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 2</p> <p>To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development:</p> <ul style="list-style-type: none"> • Institutional Research <p>Academic Senate:</p> <ul style="list-style-type: none"> • Institutional Effectiveness Committee • Professional Development Committee 			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#10) <input checked="" type="checkbox"/> Academic Senate Objectives (#6) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • The Office of Institutional Research will provide a workshop for programs going through program review; • The Office of Institutional Research will provide a workshop on program review and data during the Fall Flex Day; • The Office of Institutional Research will meet with programs on an ad hoc basis. <p>Anticipated outcomes:</p> <p>Track number of workshop participants (bullet points 1, 2)</p> <p>Track number of programs served on an ad hoc basis (bullet point 3)</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 3</p> <p>To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Sustainable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#11) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Continue use of tutor tracking system and expand to additional tutoring locations to capture standardized tutor usage data. • Meet with users of tracking system to identify enhancements needed to increase usefulness of data collected and effectiveness within the labs. • Using eCompanion and Pearson lab activities, Math 31 lab resources will be available to students outside of the physical lab and data collection will be integrated into the existing ISIS lab tracking system. • Modern Language lab resources will be available to students from outside the physical lab for the first time through the purchase of Sansspace software. These lab hours will be integrated into the existing ISIS lab tracking system. <p><i>Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Integration of online lab hours into ISIS will combine both remote use and in-lab hours into existing student and faculty reports, eliminating need for manual data entry. • Integration of remote and in-lab data will provide better audit data for collection of apportionment purposes. • Using the standardized data now being collected, Institutional Research will be able to conduct studies addressing the correlation between use of lab resources and student achievement. • Enhancements to the current tutor tracking system will increase data accuracy in increase effectiveness in the tutoring centers and resource labs. 				
<p><i>Estimated Cost:</i> Staff time; \$25,000 for purchase of Sansspace software</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Funding for the software purchase is provided by the Innovation Departmental grant from the SMC Foundation.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 4</p> <p>To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.</p>	<p><i>Responsible Area(s)</i></p> <p>Student Affairs</p> <p>Grants: STEM/Title 5</p> <p>Institutional Research</p> <p>Academic Affairs</p> <p>Academic Senate</p> <p>Student Success Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#12) <input checked="" type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Convene a college workgroup comprised of instructional and student affairs faculty, staff, students and managers to review the current practices and challenges as they pertain to historically underrepresented populations.</p> <p>The workgroup will engage in the following activities:</p> <ul style="list-style-type: none"> • Review the College’s student equity and retention data. • Identify barriers to student success • Use disaggregated data to develop a student success framework • Identify recommendations related to critical student services, instructional strategies and professional development activities. <p>The anticipated outcome is the development of a student success matrix that identifies professional development for faculty and staff, a student success flow chart which maps out a student’s journey at SMC, and a student success plan that incorporates both the GRIT and I³ Initiatives.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.	<i>Responsible Area(s)</i> DPAC Fiscal Services Senior Staff Resource Development Group (Grants, Foundation, Workforce Development)			
Map to Institutional Learning Outcomes Supporting Goals				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#14) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> The DPAC Chair will meet with senior staff and with the Resource Development Group to develop a list of suggested planning criteria. The resulting list of planning criteria will be placed on a DPAC agenda for discussion, and DPAC will either take action to recommend planning criteria to the Superintendent/President at that time or refer the list to a subcommittee to be refined and/or expanded for subsequent DPAC action.				
<i>Estimated Cost:</i> None beyond regular staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> N/A				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 6</p> <p>To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate • Institutional Effectiveness Committee</p> <p>Institutional Research</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#8) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Develop a set of resources and documents to facilitate a campus-wide understanding of various components of GRIT. Organize talks, brown bags and other activities to create opportunities for professional development and critical thinking around GRIT. Expand the competencies under ILO #1 with components of GRIT. Develop a resource webpage on the SMC website for the GRIT Initiative. Pilot and evaluate an ETS student survey on non-cognitive skills. This supports the Project for Education Research That Scales (PERTS) partnership with Stanford that gives students the opportunity to participate in a 90-minute, web-based study designed to improve motivation and achievement.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 7</p> <p>To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate</p> <p>Counseling/Retention</p> <p>Institutional Research</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#8) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Run and assess a pilot ETS study on the acquisition and assessment of students' non-cognitive skills. Facilitate and support the mapping of course SLOs to GRIT related competencies under ILO #1. Work with Institutional Research and the Institutional Effectiveness Committee to identify appropriate components of an assessment plan.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Assessment instrument provided by ETS at no cost to the District</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 8</p> <p>To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p>	<p><i>Responsible Area(s)</i></p> <p>DPAC</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#13, #19) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#9) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>DPAC will appoint a task force to develop through brainstorming and literature/media review a list of potential ideas/projects/initiatives that will generate innovations in the college's ability to analyze and address issues, increase responsive engagement on campus, and improve and support student achievement (in addition to the Teaching and Learning Center concept addressed in Objective 9). The task force will present the recommended list to DPAC for consideration during spring 2013.</p>				
<p><i>Estimated Cost:</i> None beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 9</p> <p>To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate Title V Grant STEM Grant</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2, #6) <input checked="" type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#9, #10) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Convene a steering committee for the Teaching and Learning Center; select faculty leaders, a manager, and assign clerical support; identify services needed for the center; develop a professional development plan and a timeline; develop a physical plan to use the assigned space for the center.</p>				
<p><i>Estimated Cost:</i> Planning costs to be determined</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Project is funded by the Title V Grant.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 10</p> <p>To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p>	<p><i>Responsible Area(s)</i></p> <p>Business/Administration</p> <p>DPAC</p> <ul style="list-style-type: none"> • Budget Planning Subcommittee 			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Sustainable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#7, #8, #9, #10, #11, #12) <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p> <p>Continued from 2011-2012</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>If Proposition 30 does not pass in November, the DPAC Budget Planning Subcommittee will review the recommended budget adjustments to address the “trigger cuts.” The College will consider and/or implement the DPAC savings and revenue ideas which were accepted by the Superintendent/President. Fiscal Services will update the College’s financial status on a quarterly basis using the 311Q, which is required by the State Chancellor’s Office. Budget development for fiscal year 2013-14 begins after the Governor announces his initial budget proposal in January 2013.</p>				
<p><i>Estimated Cost:</i> None beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i></p> <p>Santa Monica College has developed the 2012-2013 Adopted Budget during a time of state funding reductions that are unprecedented, and the College faces significant additional reductions if the Governor’s tax initiative (Proposition 30) does not pass in November. In 2011-2012, the College’s budget continued to honor the Board’s Budget Principles by maintaining full employment of permanent employees and by prioritizing student access in serving almost 1000 full-time equivalent students beyond the number funded by the State. Despite ending 2011-2012 with an operating deficit of \$8.84 million, the College has managed to develop an Adopted Budget that reduces the operating deficit to \$4 million and still does not negatively impact permanent employees. Given the cumulative state revenue reductions over the past several years, this is a truly impressive accomplishment for the entire college community. While recommending this highly optimistic Adopted Budget that assumes passage of Proposition 30, the District continues to act responsibly by simultaneously planning how to deal with the devastating mid-year reductions it will suffer if Proposition 30 fails. The magnitude of these mid-year reductions is such that the College would need to permanently restructure its operations and would no longer be able to avoid impacting permanent employment.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 11</p> <p>To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>	<p>Responsible Area(s)</p> <p>Academic Senate: • Professional Development Committee</p> <p>Classified Professional Development Committee</p> <p>SMC Police Officers Association</p> <p>Management Association</p> <p>Human Resources</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Sustainable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#6) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#2) <input type="checkbox"/> Other (please indicate) _____ </p> <p>Continued from 2011-2012</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>A workgroup comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, the SMC Police Officers Association, and the Management Association will work with the Office of Human Resources to develop a comprehensive District staff development plan to significantly expand the scope of training for SMC employees. The plan will include mandatory training such as safety injury/illness prevention, emergency preparedness, non-discrimination, and supervisory.</p> <p>A general understanding of concerns by all representative employee categories will enable accomplishment of this objective. The Academic Senate will include options for faculty members to satisfy flex (training/professional development) obligations. The CSEA Professional Development Committee will develop a skills and needs assessment survey for staff to determine areas of interest and training options. The Management Association routinely provides professional development updates at its meetings, but will need to determine more comprehensive training options.</p> <p>Workgroup representatives will be identified by October 31, 2012. The workgroup will begin its planning during spring 2013.</p>				
<p><i>Estimated Cost:</i> Staff time and additional training expenses, if necessary</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Professional Development Funds, Management Association funds</p>		
<p><i>Budget Planning Narrative:</i> Costs will be covered by existing professional development funding.</p>				

<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2012-2013</p>	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I ³)
1. To identify and implement strategies to assist programs in maintaining a web and social media presence.	✓				
2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.	✓		✓		
3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.	✓			✓	
4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.	✓	✓	✓	✓	✓
5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.	✓				✓
6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.		✓	✓		✓
7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.		✓	✓		✓

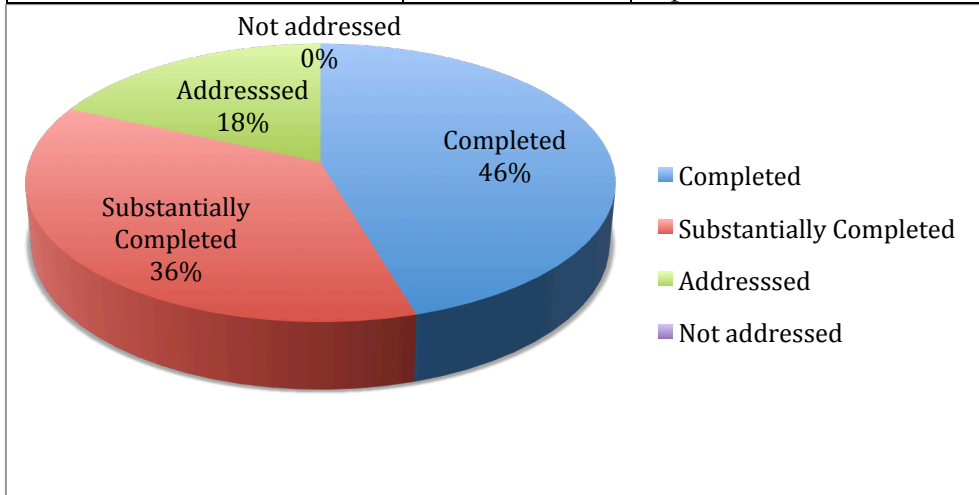
<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2012-2013</p>	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I ³)
<p>8. To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p>		✓	✓		✓
<p>9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p>	✓	✓	✓		✓
<p>10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p>		✓			
<p>11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>		✓	✓		

MASTER PLAN FOR EDUCATION UPDATE, 2012-2013

Responses to 2011-2012 Institutional Objectives

Institutional Objective #	Status
1	Substantially completed
2	Addressed (continue for 2012-2013)
3	Substantially completed
4	Completed
5	Completed
6	Substantially completed
7	Completed
8	Substantially completed
9	Completed
10	Completed
11	Addressed (continue for 2012-2013)

Status	Number of IOs/Percentage	
Completed	5	46 percent
Substantially Completed	4	36.4 percent
Addresssed	2	18 percent
Not addressed	0	0 percent





Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1			<i>Responsible Area(s)</i>
<p>To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.</p>			<ul style="list-style-type: none"> • Enrollment Development/ Institutional Research • DPAC • Academic Senate Joint Institutional Effectiveness Committee
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Office of Institutional Research developed a report of data indicators related to the college’s five supporting goals. The data report was discussed in DPAC where recommendations were made on the indicators for inclusion on the dashboard. The institutional dashboard includes seven key indicators related to basic skills, Career and Technical Education, transfer, distance education, and student equity.</p> <p>The Office of Institutional Research provided six workshop trainings related to research and data tools (part of the Professional Development Calendar) and provided two Flex Day trainings in the 2011-2011 year. In addition, the Office offers ongoing training related to assessment of student learning outcomes and unit outcomes.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Business/Administration • Enrollment Development • Academic Affairs • DPAC/Budget Planning Subcommittee
To develop and implement a plan to avoid an operating deficit.			
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The adopted budget for 2011-12 listed an operating deficit of \$5.4 million. As of June 1, 2012 the projected savings and expenditures reduce the operating deficit by \$1.4 million. However, this year the college experienced a total of \$4.8 million in additional reductions to apportionment, which included \$1.4 million in on-going cuts. These on-going cuts negated the reduction in the operating deficit that the college had achieved.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3			
To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Business/Administration • Academic Affairs • Facilities • Information Technology • DPAC/Facilities and Technology Planning Subcommittees 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
The college met this objective by including in the adopted budget for 2011-12, \$500K for Information Technology improvements, as well as \$500K for instructional equipment and facilities maintenance. All funds were initially set aside in the District’s designated reserves.			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES

OBJECTIVE 4			Responsible Area(s)
<p>To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.</p>			<ul style="list-style-type: none"> • Sustainability • Institutional Communications/ Government Relations • Student Affairs/Transportation • Associated Students • DPAC/ACUPCC Task Force
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In response to this institutional objective, a joint ACUPCC/DPAC College Services transportation taskforce was formed. To create a comprehensive plan, many important processes were reviewed, expanded or recommended to further support the institutional shift towards sustainable transportation. The development of the plan included gathering and analyzing relevant data, including working with Institutional Research to develop and administer an Annual Student Transportation Survey. The purpose of the student survey was to assess the impact of student travel, the modes and patterns students use to commute, barriers to participation in sustainable alternatives, and awareness of existing programs and interest or need for future program development. This information along with several other planning documents, including the <i>Master Plan for Facilities</i> and the AQMD Emissions Reduction Plan, were used to generate a transportation plan that both highlights SMC’s achievements and identifies goals and objectives for reducing single-passenger car trips to campus and increasing participation in alternatives.</p> <p>The SMC Sustainable Transportation Plan encourages continued collaboration with regional transportation agencies, such as the City of Santa Monica, Metro Transportation Authority, Big Blue Bus and Move LA, to improve regional transportation infrastructure. Potential future collaborations include increased bike path connectivity between campuses, bus stop improvements, Expo Light Rail stops and boardings at 17th and Colorado Blvd, and increased partnership with the City of Santa Monica, particularly through the implementation of the City’s Bicycle Action Plan.</p> <p>The SMC Sustainable Transportation Plan was approved unanimously by the District Planning and Advisory Council at its June 23, 2012 meeting and has been recommended to the Superintendent/President.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5			
To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		<i>Responsible Area(s)</i>	
		<ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Academic Senate • Associated Students (<i>pending A.S. approval</i>) 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country.</p> <p>Review of the college programs, activities and curricular offerings revealed a wide array of student learning opportunities in the areas of civic learning, civic engagement and democratic practice. The Global Citizenship Initiative, Sustainable Campus Initiative and the Public Policy Institute each provide an array of related opportunities, from speakers to opportunities for hands-on democratic activities and experiences. The College also provides a wide variety of course offerings that expose students to theoretical understandings of democracy and provide them hands-on civic learning opportunities. The Associated Student government creates a learning laboratory for civic engagement, from those on the AS board to commissioners to committee appointees to those involved in the robust club system.</p> <p>The above components of college life were determined to be a strong foundation for meeting the ‘Commitment’. Certainly, more can be done. The discussions also revealed a resistance from among the leaders of the above initiatives and programs, as well as from the Academic Senate, to any hierarchical or coordinated program that would coordinate and lead our local efforts to support ‘The Democracy Commitment.’ Faculty leaders believe continuing and effective work can be done through what already exists.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6			
<p>To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.</p>		<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Academic Affairs • Learning Resources • Academic Senate Joint Instructional Support Services Task Force • Management Information Systems 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>To address the immediate concerns with the tutoring program, the Academic Senate Joint Student Instructional Services Committee has been discussing how to provide more uniform service delivery through the various centers. The Committee decided this could, in part, be accomplished by ensuring all tutors (student tutors, instructional assistants, tutoring coordinators, and interested faculty) had adequate training. After researching training programs at other community colleges and tutoring organizations, and surveying campus tutors to identify their training needs, the Committee is now ready to embark on developing an online training program.</p> <p>To address the long-term needs of tutoring, the College made institutionalizing Supplemental Instruction, tutoring and the writing center a priority this year and provided additional funding to do so. A plan was developed to ensure the continuation of supplemental instruction (of what had been grant-funded), to expand the staffing in the writing center, and to bring the tutoring services under one supervisor.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			
<p>To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.</p>		<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Academic Affairs • Student Affairs 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2011-12 academic year, Santa Monica College institutionalized the Writing Center, Supplemental Instruction, and Tutoring Centers. Funds were allocated by the District to support services in the three academic support areas. Faculty, staff and administrators developed an academic services plan to allocate fiscal resources to the three areas. Resources are currently being used to increase successful course completion and course progression for students using these areas.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			
To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		<i>Responsible Area(s)</i>	
		<ul style="list-style-type: none"> • Business and Administration/Facilities • Human Resources • Information Technology • DPAC Planning Subcommittees: Budget, Facilities, Human Resources, Technology 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The DPAC Facilities Planning Subcommittee submitted for DPAC consideration a document called “A Plan to Define and Implement Standards for Appropriate Operations and Maintenance of New Buildings and to Institutionalize Ongoing Funding for the Maintenance of Facilities” on May 21, 2012. This document recommends incorporating the facilities-related standards of the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges) into college policies, regulations, and procedures institutionalize the routine review of evidence related to facility quality. As a result, Board policies and administrative regulations are being updated.</p> <p>The DPAC Facilities Subcommittee has also recommended that the College adopt an operations and maintenance funding model published by APPA: The Association of Higher Education Facilities Officers (formerly “Association of Physical Plant Administrators”).) The APPA model establishes several evidence-based quality levels for facility operations and maintenance. In turn, each level is associated with the funding required to reach that level. This permits decision makers to make an informed choice about what facility operations and maintenance quality level can be funded at any particular point in time. The model requires analysis of operations and maintenance costs for each building or outdoor facility. The Subcommittee determined that a funding model based merely on district-wide “average costs per square foot” would not be useful. Detailed analysis is underway to determine the costs associated with each possible quality level for each building or outdoor facility operated by the College.</p> <p>The College has several written standards related to building operations and maintenance. Standards for new construction have been issued by the Facilities Construction Department. These standards are intended to reduce total life-cycle costs. Custodial operations standards which address both service quality and standard activity times (thus staffing needs) have been issued by the Campus Operations Department. Emerging “green” products are evaluated for possible incorporation into these standards. Maintenance standards are being updated by the Maintenance Department now that inventories have been completed for boilers, air conditioning systems, light fixtures, and other facility components requiring specific, predictable types of maintenance and replacement parts. Standards for the information technology network infrastructure, including telephone systems, are maintained by the Network Services Department. Standards for the audiovisual presentation infrastructure are maintained by the Media Services Department.</p> <p>Over the last year, considerable effort went into energy-efficiency and environmental sustainability analysis. The College has developed a central plant project to reduce long term costs for energy and equipment and has initiated an investment grade energy audit to determine the feasibility of future sustainability projects and develop new energy efficiency standards.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9			<i>Responsible Area(s)</i>
To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.			<ul style="list-style-type: none"> • Senior Director, Institutional Advancement/Foundation Director • Institutional Development • Grants • Workforce and Economic Development
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2011-2012 academic year, the Executive Vice President convened a Resource Development Workgroup that met regularly to identify and pursue resource development opportunities in a coordinated and collaborative manner. This committee included the Dean of Workforce and Economic Development, the Interim Dean of Institutional Development, the Director of Grants, and the Interim Director of the Santa Monica College Foundation. The group shared new and emerging opportunities, leveraged resources, and strengthened the likelihood of success through greater integration with other efforts on campus. The group also identified several 2011-2012 resource development priorities that were the focus of all discussions:</p> <ul style="list-style-type: none"> • Ongoing development and implementation of the Medical Laboratory Technician instructional program; • Operational costs to support the Veterans Resource Center; • Continued efforts to sustain and institutionalize Global Citizenship across campus; • Targeted programming to support students who are traditionally underrepresented in postsecondary education and/or who may not be achieving their educational and career goals, including veterans, students from underrepresented populations, and foster youth • Support of career technical education programs that prepare students for employment immediately following completion. <p>Each potential funding opportunity was reviewed by the group for its alignment with these priorities. (Since funding sources restrict the focus of each request, it is not always possible to fit these priorities into funding requests, but this was done wherever possible.)</p> <p>For 2012-2013, the workgroup will continue to meet regularly, set resource development priorities, and align funding requests with these priorities. During the first meeting, the group will review 2011-2012 priorities and determine which will carry over as priorities into the new academic year. In making this decision, the group will consider the new strategic initiatives and <i>Master Plan for Education</i> institutional objectives established by the College. A new list of resource development priorities will be in place by October 2012.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10		<i>Responsible Area(s)</i>	
<p>To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.</p> <p><u>2010-2011 Institutional Objective #12</u> Use the ongoing Management Information Systems analysis of computer systems (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><u>2009-2010 Institutional Objective #9</u> Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources (HRS) and employee databases.</p>		<ul style="list-style-type: none"> • Human Resources • Fiscal Services/Payroll • Academic Affairs • Student Affairs 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>An annual delivery of standardized training for Human Resources (HR) staff engaged in data entry of HR Information Systems was initiated. A committee that consists of key personnel engaged in HR Info Systems data entry from academic affairs, student affairs, information management, fiscal services, payroll and HR was formed in September 2011 to address the process in which assignments are created in SMC's System - ISIS and built in Los Angeles County of Education's (LACOE) System - HRS.</p> <p>This committee, which initially met two times per month, developed strategies to improve communication and ultimately reduce the number of errors related to ISIS and HRS entry. The committee <i>continues</i> to meet monthly to evaluate the process, to reconcile problems with ISIS generated reports, and to review any inconsistencies related to account numbers/data being input in ISIS and HRS.</p> <p>Work flow analysis was initiated, a work flow chart (including a timeline) is being created, and procedures have been documented for each area (academic affairs, student affairs, accounting, etc.) to achieve better efficiency and to reduce errors. Audit reports were re-established enabling Human Resources to download reports (in real time). This enables HR staff members to capture changes made in ISIS (related to account numbers, salary schedule and percentage of assignment) that must be entered or updated in HRS timely. Account listings from ISIS, used to input data in HRS, are also reviewed by fiscal staff prior to all HRS entry periods.</p> <p>Human Resources staff is primarily responsible for building the employee assignments, the personal employee data entry, salary placement (including retirement) data entry, account number data entry and creation of salary schedules in the HRS. Specifically, HR staff is directed to attend LACOE training at least once per Fiscal Year and staff continues to take advantage of on-going training/workshops through Los Angeles County Office of Education. HR staff works collaboratively with the SMC Information Technology staff to ensure that data base information regarding employees and salary schedules is properly maintained and input in the District's ISIS and Los Angeles County Office of Education's HRS systems.</p> <p>Human Resources staff members continue to work with the agencies and their staff responsible for retirement. Staff members are now trained to utilize the LACOE system (SEW/REAP) as well, thus reducing unnecessary retirement errors caused by incorrect data entry. Retirement coding training and other HRS related trainings are offered on a continuous basis every semester through LACOE.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee
<p>To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.</p> <p><u>2010-2011 Institutional Objective #8</u> Assess current professional development activities to inform the development of a professional development plan for implementation in 2011-2012.</p>			
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In January 2012, the SMC Academic Senate Professional Development Committee (the “Academic PDC”) launched an assessment survey for all faculty members to assess faculty’s professional development needs. The Academic PDC is currently working on an Executive Summary based on the survey responses and also is working towards developing a comprehensive professional development plan that will address the survey results and the SMC’s institutional initiatives and goals.</p> <p>During Spring 2012, a Classified Staff Professional Development Committee (Classified PDC”) was formed to develop, administer, and support the professional development of classified non-management staff members. Currently, the Classified PDC is working towards developing a needs assessment survey for classified staff members and will formulate a comprehensive professional development plan from the information obtained. The anticipated launch date for the needs assessment survey is early in the Fall 2012 semester, and the anticipated start date for classified development workshops is later in the Fall 2012 semester.</p>			

Santa Monica College
Program Review Committee Report
Spring and Fall 2011

Introduction

Program Review is an ongoing process that every area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit abbreviated reviews in years 2 and 4 of the cycle. It should be noted that the committee is in the process of developing an annual report format and structure to further support institutional planning. This process is taking place in collaboration with the Institutional Effectiveness Committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review the committee offers multiple orientation sessions for programs scheduled for review the following year. Additionally, Institutional Research provides a common dataset to instructional programs and works with student support programs to design specialized data collection tools. All programs are asked to report on outcomes assessments and how the program is responding to those.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report and designated as overarching issues. The Program Review committee overlaps membership with the Curriculum and Institutional Effectiveness committees to ensure there is sharing of information, and to strengthen committee processes and communication. The findings of the Program Review Committee are incorporated into the institutional planning processes.

Observations

The committee notes there has been general improvement across many programs in the use of data, outcomes assessment, and the use of data and assessment to inform program decision making. Documentation of these activities has also improved, although in many cases there is room for further improvement.

Implementation of the S/ILO portal has helped standardize the collection of instructional program S/ILO assessment. Implementation of the SUO portal for assessment for Student Services programs is imminent. Standardization of UO assessment for administrative units is not far behind. Both the Institutional Effectiveness Committee and the Office of Institutional Research have been working directly with programs and providing training to improve program understanding of and ability to collect and analyze data, and to effectively assess SLOs, SUOs, and UOs. Notwithstanding these efforts, many programs need to improve documentation of outcomes assessment results, especially detailing how these results are used in program planning.

Supporting Institutional Planning

Since all programs at the college undergo the program review process, committee members who often serve multiple years are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback, and discussing how this information fits into the broader picture to help inform planning at the college.

As the institution grapples with an extended period of annual budget reductions, concern about the resulting impact on student success and retention is evident. The college has a reputation for implementing innovative programs and strategies, all of which have either focused on increasing student success or improving and/or creating greater efficiency of institutional infrastructure and processes. Identifying exemplary strategies and best practices which have the potential for the greatest impact on student success and retention across the board is critical to maintaining the excellence of the institution.

Hard decisions can prove to be the catalyst for opportunity and innovation. The Program Review Committee encourages the different planning bodies to consider the thoughtful work of the committee as discussions take place about the level of support to be maintained for programs, services and strategies.

Committee Membership

The Program Review Committee is fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

- Mary Colavito, Faculty, Life Sciences, Chair
- Katharine Muller, Administrator, Vice Chair
- Sara Brewer, Faculty, Communications
- Bill Lancaster, Faculty, Design Technology
- Fran Manion, Faculty, Math
- Mary Jane Weil, Faculty, Disabled Student Services
- Matthew Hotsinpillar, Faculty, English
- Makiko Fujiwara-Skrobak, Faculty, Modern Languages
- Sehat Nauli, Faculty, Physical Sciences
- Randal Lawson, Administrator
- Erica LeBlanc, Administrator, Academic Affairs
- Sonali Bridges, Administrator, Outreach

Programs Reviewed and Accepted

The following programs were scheduled for full program review in Spring and Fall 2011:

Program	Unit or Student Outcomes			Curriculum Updates
	Developed	Assessed*	Program Response to Assessments**	
Career Services	Yes	Beginning	Not Evident	NA
Community Services	Yes	Not Evident	Not Evident	NA
DSPS	Yes	Accomplished	Under Discussion	Completed
Earth Science	Yes	Accomplished	Under Discussion	Completed
English	Yes	Accomplished	Under Discussion	Completed
Grants	Yes	Accomplished	Changes Implemented	NA
Human Resources	Yes	Not Evident	Not Evident	NA
Institutional Research	Yes	Not Evident	Not Evident	NA
Transportation	Yes	Not Evident	Not Evident	NA
Upward Bound	Yes	Accomplished	Under Discussion	NA
Veterans Resource Center	Yes	Beginning	Not Evident	NA
Welcome Center	Yes	Not Evident	Not Evident	NA
Workforce and Economic Development	No	Not Evident	Not Evident	NA

*Noted along the following continuum: Not Evident → Beginning → Developed → Accomplished

**Program Response is noted along the following continuum:

Not Evident → Under Discussion → Plan Developed → Changes Implemented

CTE Programs 2 Year Review

The following career technical education programs completed abbreviated biennial reviews:

- Program
- Communications
- Cosmetology

2011 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2011 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support for the programs reviewed that have not already been addressed are listed for consideration in institutional planning processes:

1. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer. (DSPS)
2. Provide support to assist programs developing and maintaining accessible web sites. (DSPS)
3. Review the current facilities, staffing and needs for test proctoring, and develop a workable interim plan. (DSPS)
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities. (DSPS)
5. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum. (Earth Science)
6. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department. (English)
7. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support. (English)
8. Develop an institutional plan to support the increasing demand for instructional technology. (English)
9. Move forward with establishing a federally approved indirect cost rate. (Grants)
10. Review the College’s relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency. (Human Resources)
11. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies. (Human Resources)
12. Find a way to support the employment needs of a program that is providing direct services to a high school population within federal grant requirements that don’t fit neatly into college processes and systems. (Upward Bound)
13. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications. (Veterans Resource Center)

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES
2012-2013

ENSURE THE ACADEMIC AND FISCAL INTEGRITY OF SMC

Educational Advancement and Quality

1. Create a “culture of evidence” based on data including appropriate statistical controls. Complete the “institutional dashboard” and an equitable outcomes report to reflect and monitor institutional effectiveness and student progress.
2. Institutionalize initiatives that are effective in improving student success, with particular emphasis on accelerating mastery of basic skills and strengthening students’ non-cognitive skills.
3. Strengthen and promote workforce/career technical programs.
4. Infuse global citizenship into faculty instructional practices and student learning.
5. Maintain the number of full-time faculty members
6. Promote professional development activities for all classified and academic staff, including adjunct faculty.

Fiscal Health and Internal Operations

7. Ensure the financial health of the College through revenue-generation and cost-reductions.
8. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
9. Maintain a reserve sufficient to protect against unforeseen or drastic cuts.
10. Build the fundraising capacity of the SMC Foundation.
11. Pursue and obtain federal funds as well as other grant opportunities.
12. Maximize revenue-generation from facility rentals.

Community and Government Relationships (Local/State/National)

13. Foster community and government relationships and partnerships in fulfillment of SMC’s mission.
14. Develop a plan to ensure the continued success of Emeritus College.
15. Strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

16. Continue advocacy on the local, state and national level for mass transit solutions including the naming of the Santa Monica College station for Expo and funding to support the “Any Line, Any Time” program.
17. Maintain progress on all SMC facilities planning and construction projects, including all campus projects and the Civic Center ECE and Malibu centers.
18. Continue to adopt sustainability designs and practices for construction and maintain effective staffing for maintenance and operations of facilities.

Articulating a Vision

19. Continue planning the development and implementation of a vision for the future of the college that delivers both access and quality.

Approved by the Board of Trustees: October 2, 2012

Santa Monica College
2012-2013 ACADEMIC SENATE OBJECTIVES

1. Address the issue of how best to prevent student cheating. Create and disseminate a document listing specific suggestions and effective methods to address the issue of cheating.
2. Create a Professional Development Plan based on surveys, input from other committees, such as Chairs, ISC, DE, Program Review, Ethics and Professional Responsibility, EAC and Budget.
3. Finalize and adopt the Master Plan for the Study Abroad Program.
4. In collaboration with DPAC Technology Planning, adopt a technology plan that guides the district in meeting its technology needs for instruction.
5. Pilot and evaluate the annual program review process.
6. Review SLO Data, ILO Core Competency, and Administrative Unit reports to offer feedback for use in institutional planning.
7. Spearhead a district-wide campaign to elicit and quantify individuals' specific commitments to reduce their carbon footprint.
8. Develop and implement a plan to institutionalize and assess the GRIT strategic initiative.
9. Develop and implement a plan to institutionalize and assess the I-3 strategic initiative.
10. Actively participate in developing the Teaching and Learning Center and identify the faculty role in the TLC.

Presentations/Reports/Actions at Board of Trustees Meetings
2007-2008 – 2011-2012

STRATEGIC INITIATIVES

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Vocational Education

Date of Board Meeting	Major Presentation/Report/Action
June 5, 2012	Report: Campus Sustainability*
June 5 2012	Report: Basic Skills*
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education*
September 6, 2011	Report: Global Citizenship Initiative*
June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the “30/10 Plan” for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability**
April 14, 2008	Report: Global Citizenship** Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative**
October 8, 2007	Report: Global Citizenship**
August 13, 2007	Report: Transportation Initiative** Report: Sustainable Campus

* 2011-2012 Report is included (see following reports)

**No written report distributed

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	June 5, 2012

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM K

SUBJECT: **UPDATE: CAMPUS SUSTAINABILITY**

SUBMITTED BY: Superintendent/President

Programs

American College and University President’s Climate Commitment (ACUPCC)

SMC continues to meet all of the ACUPCC requirements on schedule and is currently in good standing. Building on the SMC Greenhouse Gas Inventory, last year the ACUPCC Task Force developed the SMC Climate Action Plan, which provides a list of targeted recommendations for reducing SMC’s carbon footprint. Three work groups were formed to focus on the areas of the Climate Action Plan: Energy, Transportation, and Education. The Academic Senate Environmental Affairs Committee, serves as the Education work group (see Curriculum). A work group composed of DPAC College Services and the ACUPCC task force representatives met monthly to develop a comprehensive Sustainable Transportation Plan (see Sustainable Transportation). The Energy subcommittee, chaired by the SMC Director of Maintenance, consists of Sustainable Technologies Program faculty and various environmentally focused students. This committee focused on improved data collection and monitoring of energy use, identifying funding for energy management system retrofits and utilizing SMC facilities as a teaching tool.

SMC Organic Learning Garden

Significant progress and success have been achieved in this first year of the SMC Organic Learning Garden. A Garden Oversight Committee was established to assist in the implementation and management of the Garden. The committee included a faculty leader, a student intern, the Associate Students Director of Sustainability, and the SMC Director of Sustainability. This group met on a weekly basis to assign plots, manage facilities, develop policies, and promote a diverse group of garden participants. There are currently 13 gardening groups, ranging from clubs to classes, representing the various stakeholders at SMC.

Earth Week

This year, Earth Week focused on transportation and included a variety of events that both educated and celebrated SMC’s environmental community. The 2011-12 EcoHero Award was given to Tom Corpus and the Grounds Department and Madeline Brodie and the student recycling team for their work on supporting the newly implemented Green Zones Program and Organic Learning Garden and the Zero Waste and Recycling program, respectively. Other events included a movie screening of the critically acclaimed documentary *Your Environmental Road Trip*, Keynote Speaker Van Jones, Earth Day Festival, and Beach Clean-Up. Over 1000 faculty, staff and students participated in the week’s events, including nearly 100 people who attended the Beach Clean-Up on behalf of SMC.

In addition to the spring’s Earth Week celebration, the Center for Environmental and Urban Studies hosted a fall series of events for “Campus Sustainability Week”. This included a keynote lecture from Andy Revkin, New York Times reporter for the environment, the grand opening of the Organic Learning Garden, and a documentary movie premier of *Urban Roots* with followed by a director and producer “Q and A”.

Center for Environmental and Urban Studies (CEUS)

The CEUS continues to be a hub of sustainability on campus. Most importantly, this unique space serves as a “living laboratory” for sustainability, with an emphasis on educational linkages such as signage, workshops, tours, consulting on facilities and academic programs, and events. The Center works closely with Institutional Research to assist in the data selection, collection and monitoring for environmental performance, one of this year’s strategic initiatives.

Facilities

Green Zones

Recently, the SMC Grounds department implemented several certified Green Zones, in which designated areas of SMC Campuses will use all electrical equipment and organic fertilizer and weed control. This program was funded in part by a grant from the City of Santa Monica and the Air Quality Management District.

Green Building Policy

The ACUPCC Energy Workgroup drafted language for an SMC Green Building administrative regulation. This regulation is consistent with values and principles already guiding facilities development. Nevertheless, this regulation strengthens the College’s public commitment to the continued incorporation of green building features into its facilities, utilizing buildings as teaching tools, and informing the diverse stakeholders working on facilities planning through the participatory governance process.

Bike Parking Master Plan

The Transportation Task Force assisted with the development of a Bike Parking Master Plan that more than doubles SMC’s existing bike parking infrastructure. The process involved community activists, transportation experts, and a diverse group of SMC stakeholders to identify issues and successes with bike parking at SMC. Bike parking areas will have improved security by offering two points of contact, water refilling stations, repair kits and stand, permeable pavement, and emergency lighting and phones.

Energy Efficiency Project

The SMC Maintenance department is currently working with Compass Energy Solutions to identify additional campus-wide lighting retrofit opportunities, install high-efficiency boilers, and potential for increased solar generation.

Water Refilling Stations

This year, SMC expanded on the successful installation of a single water refilling station in the cafeteria to 18 additional sites on the main campus. This program will reduce the number of plastic water bottles purchased at SMC, reducing waste, plastic pollution and costs for students purchasing bottled water. Several water bottle giveaways were hosted in partnership with the Associated Students, CEUS, and the Interclub Council (ICC).

Institutionalizing Sustainability

Integrating Sustainability into Existing Campus Programs

Sustainability is being utilized as an educational and marketing tool by many programs campus-wide, including providing Green Campus Tours for VIP Welcome Day, workshops for the approximately 80 students in the Young Collegians program, and tours and activities for the 150 middle school students in the Connect for Success program. Additionally, faculty members from a variety of disciplines, including ESL, Botany, and DSPS have incorporated tours of the Center’s green features into their curriculum.

Green Grants

The newly awarded STEM grant includes funding and support for the Center for Environmental and Urban Studies as both a source for outreach and applied learning opportunities. A USDA grant application has recently received initial recommendation to award. This grant is a partnership with RootDown LA, a nonprofit organization working to educate inner-city families on proper nutrition, the US food system, and methods to grow their own food.

Student Engagement

As in years past, SMC students are a critical partner in promoting sustainability at SMC. The Center for Environmental and Urban Studies (CEUS) continues to see an increase in student involvement in sustainability through participation in environmentally related clubs, service learning, work study, internship opportunities at the CEUS, and the Sustainable Works Student Sustainability Program.

Sustainable Transportation

In 2010, the ACUPCC Sustainability Task Force produced a Greenhouse Gas Inventory, which identified transportation as SMC's primary contributor of greenhouse gases, by a considerable 75 percent. This year, many important processes were either expanded or established to further support the institutional shift towards sustainable transportation. This included working with the Institutional Research (IR) department to develop and administer an Annual Student Transportation Survey to assess the impact of student travel, the modes and patterns students use to commute, barriers to participation in sustainable alternatives, and awareness of existing programs and interest or need for future program development. In addition to gathering and analyzing data, the Transportation Task Force developed a comprehensive Sustainable Transportation Plan in response to a *Master Plan for Education* institutional objective. This plan highlighted SMC's achievements and identified several goals and objectives for reducing single-passenger car trips to campus and increasing participation in alternatives. A part of the plan focused solely on improving bike support services.

In addition to many programs and policies aimed at changing student and employee commute behavior Santa Monica College is also working closely with regional transportation agencies, such as the City of Santa Monica, Metro Transportation Authority, Big Blue Bus and Move LA, to improve regional sustainable transportation infrastructure through bike path connectivity between campuses, bus stop improvements, Expo Light Rail stops and additional boardings at 17th and Colorado Blvd, and participation in the City of Santa Monica's Land Use and Circulation Element and Bike Action Plan. This increased collaboration and planning has resulted in reduced congestion during peak periods and improved neighbor relations and student access.

Marketing

Improving the awareness of SMC's environmental commitment and achievements is an ongoing priority. The SMC Sustainability website was launched during Earth Week and provides a comprehensive overview of SMC's environmental programs as well as detailed resources for adopting a more sustainable lifestyle and getting involved in sustainability at SMC. Significant college marketing efforts have been directed toward incoming and returning students to promote various sustainable transportation alternatives (such as the Any Line, Any Time program) included:

- Electronic mail blast and phone calls
- Postcard mailers
- Printed flyers and other materials
- Improvements to the SMC website
- Creation of alternative transportation logos
- Development of an SMC Green Map
- Participation in SMC VIP welcome day and other outreach programs

Curriculum

Some of the greatest accomplishments in sustainability at SMC have occurred through greening the curriculum. From measuring the number of sustainability-related and sustainability-focused classes to launching the nation's first degree program in Recycling and Resource Management, SMC continues to be a leader in providing future generations the tools necessary to manage the environmental challenges of the 21st century.

Environmental Affairs Committee

This academic senate joint committee focuses on integrating sustainability across the curriculum. This year the committee defined which courses can be classified as sustainability-related, sustainability-focused, and/or are taught through the lens of sustainability. The committee is currently working with Institutional Research to count the number of students taking qualifying courses. The committee is using these criteria to measure the directionality of greening the curriculum efforts at SMC and to assess the feasibility of implementing the Sustainability Tracking and Assessment Rating System (STARS) framework, facilitated by the Association for the Advancement of Sustainability in Education.

Sustainable Technologies Program (STP)

Housed in the Earth Sciences Department, the Sustainable Technologies Program is both a traditional Career Technical Education program and a transfer oriented program that facilitates and supports students pursuing related fields in four-year and advanced degree programs while finding work in the emerging Green Collar economy. This year's accomplishments include approval of the nation's first 18-unit certificate and AS degree in Recycling and Resource Management (RRM). By the end of the academic year, the Earth Sciences Department will have awarded over 50 certificates in RRM and placed over 30 students in RRM related internships (both paid and unpaid). This program is funded by the Department of Labor, Community Based Job Training Grant.

Sustainable Works Student Greening Program

The Sustainable Works Student Sustainability Workshop continues to flourish, consistently graduating over 700 participants, which is double the goal outlined in the Memorandum of Understanding with the College. Workshop participants contributed over 2100 community service hours, supporting over 20 local organizations. Furthermore, Sustainable Works, in partnership with the SMC Center for Environmental and Urban Studies, is providing more opportunities for student leadership and professional development through internships, research projects, peer-to-peer learning environments, and service learning opportunities.

MAJOR ITEMS OF BUSINESSINFORMATION ITEM J**SUBJECT:** **UPDATE: BASIC SKILLS INITIATIVE/STUDENT SUCCESS****SUBMITTED BY:** Superintendent/President**SUMMARY:****Accelerated English Courses (English 85)****English 85**

English 85, the entry level basic skills English course, contextualizes reading and writing, combining what was 12 units of study (6 in writing and 6 in reading) into a 5 unit class with a required lab. Students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students also fulfill one hour of reading lab per week (or 16 hours per semester), which may be done online. Successful students move on the English 20, or if further C-Level work is needed in reading or writing, 84W and/or 84R may be recommended by the instructor.

In fall 2011, there were 474 students enrolled in ENGL 85. The course success rate was 76.4% (362 out of 474). The course retention rate was 89.7% (425 out of 474).

In comparison, the course success rate for other C level English courses was 65.7%. The retention rate for other C level English courses was 86.4%.

English 20

English 20, the B level course, also contextualizes reading and writing, combining 21A and 23, giving the student progressing from C level greater instructional support than was available in the required 21A. Like English 85, students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students succeeding in this course move on to 21B or English 1.

Currently, the college is offering 17 sections of English 20, 14 sections of English 85.

Professional Development

The Accelerated classes require changes in pedagogy and content.

- Pedagogy will be more student-centered and engaging for students, and that more opportunities will exist for student-driven inquiry and collaboration.
- Students will be more self-reflective and engaged in monitoring and assessing their progress. Toward that end, we need to define and integrate ways for this to happen naturally within the accelerated course.
- Grammar and skill-building will be more thoughtfully contextualized into assignment sequences.

- Curriculum will move toward more cross-disciplinary opportunities, focusing more on reading and writing in the disciplines and career-technical fields.
- There will be a greater sense of purpose and articulation of goals for each assignment and for the course. Assignments will scaffold skills toward the expected learning outcomes of the course.
- We will be shedding the paragraph to essay structure and the focus on discreet grammar and usage skills that marks the “old” basic skills curriculum.

In order to support faculty, the Student Success Committee has offered and continues to offer professional development opportunities such as Acceleration in Context workshops, the Reading Apprenticeship Program, Mike Rose’s dialogue with faculty, and numerous technology workshops. Many of these directly affect English faculty as we move toward an accelerated model across pre-transfer level. But many of these continuing workshops also support cross campus disciplines as well as English.

Accelerated Math Courses

Recent studies show that attrition is exponential in developmental sequences. Currently out of those students who begin in Math 81 (Arithmetic) only 9.8% make it to a transfer level course (Math 54, Math 21, and Math 26). This in part has to do with the number of courses they must take (81-84-31-18, 20). Even utilizing summer and winter terms, this is more than a full year without even reaching a transfer level course. For several years, the Mathematics Department has been investigating alternate models to address this “pipeline” effect. One of our first attempts was to create paired 8-week courses so that a student could complete two developmental math courses during a single full-length semester. We offered pairings of Math 81 and Math 84, Math 31 and Math 20, and Math 31 and Math 18. These pairings result in a unit count of six, ten, and eight units, respectively, and allow a student to complete their developmental sequence in significantly less time. It was theorized that since the students would spend so much time per week together that natural study teams would form, bonding would occur which would increase retention, and the immersion would increase understanding. Also because the mathematics courses were such a significant portion of a full-time twelve unit load, it was thought that students would have only one or two additional classes which would further increase success since students did not have to split their time between four or five different subjects. Unfortunately, many unforeseen problems arose including, but not limited to, issues with enrolling, issues with unit loads, and overlap of material. Although the pedagogy behind these pairings was sound, the unintended consequences are unacceptable to our department.

The department now is in the process of changing these eight week pairs to a compressed single accelerated course. This in itself will eliminate the overlap of material and the enrollment unit problem. This redesigning of the developmental track has several goals. A major goal is to decrease the amount of semesters necessary to reach a college level course and to update the program to meet the current needs of our global community. The creation of these compressed courses will be beneficial to students in terms of time required to complete a degree for several reasons. If the student is successful on the first enrollment, then essentially two courses have been completed in one semester. Secondly, if the student is unsuccessful on his/her first attempt and successful in the second attempt, the student would not have lost any time because it essentially took two terms to complete two semesters of material. They have essentially “bought” themselves a semester, since success the second time around still places them in their next course. Finally, consider a student who barely passes the equivalent of the first part of a compression course. This student could then take the complete compression course and better acquaint themselves with the old material while still learning the new material. (For example, Math 85 is a compression of Math 81/84. A Math 81 student who earns a low C could enroll in Math 85 instead of Math 84 and get a stronger foundation in Math 81 material to better prepare them for the material that is equivalent to Math 84 increasing their chance of success.)

Another important advantage of the compressed classes is that they will decrease the amount of money spent on non-transferrable math courses. Students would purchase one text instead of two and would experience a decrease in fees for units. The decrease of units associated with the compressed course would also help ensure students remain under the cap of thirty developmental units a student may accumulate.

Math 85 (Math 81 and Math 84)

The department has completed a compression of Math 81 and Math 84 and will be teaching thirteen sections of a new 5-unit class Math 85 in Fall 2012. This course will replace the 8 week Math 81/84 pairing. Students with little or no assessed mathematics ability will be eligible for enrollment in Math 85 and upon successful completion be prepared for Math 31. This option is the first in three planned courses to be listed in the class schedule under an “accelerated pathway” to transfer. We will continue to offer the Math 81/Math 84 sequence for students who desire a slower pace, but the creation of Math 85 allows a viable option for accelerating the pathway to transfer for those students with the time and maturity to tackle such a course. The topics covered in Math 85 will be a merging of the content of Arithmetic and Pre-algebra so students from both the Math 81/Math 84 sequence or the accelerated course Math 85 will have the same preparation for Math 31.

Math 51 (Math 31 and Math 18)

Under the guidance of Ebrahim Jahangard and Benjamin Jimenez, the department is currently developing an accelerated course for non-STEM majors to replace the pairing of Math 31/18. Currently there is much discussion about the amount of mathematical prerequisite material needed for statistics; however, basic mathematics has long been assumed of any college graduate. The need for literacy, including quantitatively literacy, is essential in today’s global environment. Mathematics departments are dividing along two different approaches of how to accelerate the statistics pathway, one that strips away the vast majority of algebra topics typically taught in a developmental sequence and one that tries to create an accelerated course while leaving in the traditional topics. The Mathematics Department at SMC will take the current 8 unit pairing of Math 31/18 and combine them to a 6 unit accelerated course, Math 51, tentatively titled “Algebra for Statistics and Finite Math”, with a prerequisite of Math 84 or Math 85. We will create a new exit skill list that clearly shows our commitment to Intermediate Algebra to satisfy the UC system requirements but that also incorporates skills that the Statistics and Finite Math teachers feel are lacking from the current curriculum. This will probably include an earlier commitment to the usage of technology. The department hopes to be teaching this course by Fall 2013.

Math 34 (Math 31 and Math 20)

Under the guidance of Moya Mazorow and Maribel Lopez, the department is currently developing an accelerated course of algebra for STEM majors, Math 34, tentatively titled “Beginning and Intermediate Algebra”. This course will replace the Math 31/20 pairing. It will be an 8 unit course that uses a Beginning and Intermediate Algebra text that is designed for these accelerated courses. Because this particular class will be serving students whose next course will not be terminal, it is of utmost importance to maintaining consistency of exit skills; therefore, this course will be a simple merging of the exit skills from Math 31 and Math 20. It is thought that this course should be available to students in Fall of 2013.

Recapping, if a student is currently placed into Math 81, they would have to take four classes, 81-84-31-18 or 81-84-31-20, before being ready to take a transfer course. This would take four terms to complete which would be two years if summer and winter terms are not available. Under the new scheme, non-STEM majors could take two classes, Math 85 and 51, while STEM majors would take the two classes, Math 85 and 34. Both pathways will cut the required terms for completion for pre-collegiate mathematics from four to two terms.

Non-Credit Summer Intensives in Math

Finally, some members of the department are exploring the possibility of adding an additional transfer level course for non-STEM majors and/or a non-credit summer intensive “MathJam” session. The additional transfer level course would be designed to give students an alternative to Math 21 and Math 54. Its goal would be to teach the skills required to understand and interpret quantitative information that is encountered in day to day life. The goal of the summer “MathJam” session would be to help students progress faster through the mathematics sequence, to develop a community of learners, and to increase students’ awareness of the tools and skills needed to be successful college students. It would be modeled after similar programs at Pasadena City College or Cañada College.

Basic Skills and Career Technical Education Collaborative

Jeff Shimizu, Dr. Patricia Ramos and Dr. Roberto Gonzalez formed the BSI-CTE Collaborative to address the student needs in the areas of Basic Skills and Career Technical Education. Following is a complete listing of the BSI-CTE committee. The charge for the group was to come up with programs to positively impact the student success of large numbers of BSI/CTE students. The group has been meeting since August 2011.

BSI-CTE Collaborative Committee Members

Dr. Patricia Ramos, Dean, Workforce and Economic Development
Dr. Roberto Gonzalez, Associate Dean, Student Success Initiatives
Alan Emerson, Department Chair, Math
Susan Sterr, Department Chair, English
Laura Campbell, Faculty Leader, BSI/Student Success
Laurie Guglielmo, Department Chair, Counseling
Frank Dawson, Department Chair, Communications
Chris Fria, Department Chair, Design Technology
Fariba Bolandhemat, Department Chair, Computer Science and Information Systems
Vicki Drake, Department Chair, Earth Science
Hannah Alford, Director, Institutional Research
Maria Leon-Vasquez, Project Manager, Career and Technical Education
Laura Manson, Faculty, Early Childhood Education

The BSI-CTE Collaborative has been looking at student success data provided by Hannah Alford from the Office of Institutional Research. Following is a synopsis of the major findings from the data

BSI-CTE Findings

- There were 132 certificate and 96 degree completers in Communication, CSIS, Design Technology, and ECE (2009-2010).
- There were 7506 CTE concentrators. Concentrators were defined as first time students at SMC in the Fall 2006 term who enrolled in at least two courses coded SAM ‘B’ or ‘C’ in the same department within two years of entry. SAM code B courses are courses that are a capstone course that is taken after a sequence of courses. SAM code C courses are courses that are taken in the middle of a program.
- Of the completers who earned an AA degree, 39.4 % of students started in a basic skills English course. In the area of math, 68.4% of students who earned an AA degree started in a basic skills math course.
- Of the completers who earned a certificate, 50% of students started in a basic skills English course. Of the completers who earned a Certificate, 64.1% started in a basic skills math course.
- Of the students who started as first time freshman in the Fall of 2006, 10% became a CTE concentrator in one of the four CTE departments of Communication, CSIS, Design Technology, and ECE.

- In the Fall of 2010, CTE concentrators represented 24% of credit SMC student population (7506).
- Fewer than 50% of CTE concentrators enroll in English or Math courses. The lower students start in the sequence, the less likely they are to reach the transfer level course in English and Math.
- Of the cohort that started in the Fall of 2006 and became a CTE concentrator (689), 309 students(44.8%) persisted to the Fall 2008 term. By the Fall of 2009, 166 students (24.1%) persisted.
- By the fall 2008 term, 47 students (6.8%) from the Fall 2006 cohort were awarded a degree or certificate. By the fall of 2009, 103 students (14%) from the Fall 2006 cohort were awarded a degree or certificate.

In response to the statistics and findings listed above, the BSI-CTE Collaborative examined a variety of programs to help students who are Basic Skills students within the CTE departments. The Collaborative decided to create programs to assist students to develop the necessary skills in math and English to successfully enter the workforce. Overwhelmingly, CTE chairs communicated a need to implement more programs to help students develop the foundational skills in math. Below you will find descriptions of the programs submitted by the BSI-CTE Collaborative for future implementation. These programs were ranked as priority projects by the BSI-CTE Collaborative committee during the Spring 2012 term. Committee members will be working to develop and implement these programs within the next year.

BSI-CTE Innovative Programs

Non-Credit Summer Intensives

The intensives would be offered in the summer and would be 3-6 weeks long. These courses would provide students contextualized preparation (“jams”) for college success. The intensives will include career education and English/math instruction; they will set foundations for growth mindset and cultivate intrinsic motivation as students explore, view video, read, discuss, and write about published works/research encouraging meta-cognitive reflection. Throughout intensives, students will collaborate in small groups, using technology software to access and present information in assignments that teach and build technology skills.

Whether “jams” integrate math or English skills, they could culminate in reassessment and a tentative educational plan that leads to enrollment priority. Students could also be given a designed menu of fall courses to select from, according to areas of interest and eligibility. (Fall courses could be organized in career pathway clusters and be staffed by faculty who collaborate in curriculum design and teaching strategies.)

Career Pathway Clusters- Themed Career Academies

Career pathway clusters, where teachers from across disciplines engage in a "pathway" curriculum (like Promo Pathways). The pathway is pretty well defined for students, and teachers work together to dovetail curriculum so there is contextualization and integration of skills (math, reading, technology, public speaking). A very simple, scalable way to start a more general approach to contextualized learning is with themed composition/reading courses tailored to the kinds of real-life and academic reading/writing students will do in a field, like allied health, or education, or business, or you name it.

Contextualized Math Modules

Math modules will be created to assure our students have sufficient math skills to successfully complete the second and third semester coursework in the Solar Photovoltaic Installation Certificate, as well as being successful in the workplace where math skills will be part of their job requirements. To that end, self-paced, online, industry-specific math modules would be developed with the assistance of the math department for students. These modules would also be used in other CTE departments to assist in providing students the necessary skills in math to be successful in the designated CTE department.

Non-Credit Math Course (ECE 84)

Working closely with the Math Department we will develop a non-credit Early Childhood Education course ECE 84 that will focus on Math Skills for ECE students who are fearful of taking math or don't have the necessary skills to be successful. The math skills that will be address in ECE 84 course will be the Math 84 course objectives. ECE 84 will use a different textbook than the math department and the students will have a

Supplemental Reader. ECE students will take the math placement exam, if they assess into Math 81 or Math 84 they would be eligible for ECE 84.

After completing ECE 84 course the students will retake the assessment test. ECE 84 Students will assess into Math 84 or ideally into Math 31. We know some students need more time to grasp concepts so even those you might need to take Math 84 after completing ECE 84, seeing the same types of information again might be the ticket to owning the math concepts. Hopefully acquiring the skills they need to move forward to Elementary Algebra

Contextual General Education for Media Studies Majors

Course content could be contextualized within GE courses (including English and Math) for students in Promo Pathways and other media/arts/design programs to improve retention by adding relevance to careers. The instructors for these classes could be paid a stipend to work together to integrate curriculum across disciplines and all courses could potentially be contextualized for media-film-design studies to make the courses more relevant to students. These would be taken as part of a Career Pathway Model.

Assessment App Development

Enrollment Development, Career and Technical Education, Student Affairs, Academic Affairs, and Management Information Services are working to develop a mobile website (assessment app) for incoming SMC students.

The purpose of the project is the following: (1) To communicate to new students the importance of the assessment test; (2) To consolidate math, English, and ESL review materials into one central location; (3) To include math, English, and ESL review materials to help students gauge their college readiness. The app would be available to students using smart phones, personal computers, tablets, and laptops.

At this point in the development of the mobile website, we are working with the Math department chair to identify faculty to assist with the development of math sample questions. These questions will help students review concepts in Math. The ESL department has already developed a set of sample test questions which will be used on the Assessment App. The English department has two faculty members assisting with the development of sample test questions. The English faculty will be finishing the sample questions this Spring 12 term. We are hoping to have the Math sample questions completed by Fall 2012.

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Santa Monica Community College District	October 4, 2011

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

APPENDIX A: UPDATE: CAREER TECHNICAL EDUCATION

Submitted by: Patricia Ramos, Dean Workforce & Economic Development, Vice-Chair of Career Technical Education (CTE) Committee

Report Summary

With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs. We secure funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards. We pilot not-for credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

Our recent institutional research findings from various studies show that we have much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC's and the state's college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

Career Technical Education Mission at SMC

The Career Technical Education (CTE) mission of Santa Monica College is not as well understood as its transfer mission. As such, the CTE mission at Santa Monica College has only in recent years received the needed attention. This rich and complex mission can benefit from more attention and greater understanding by College stakeholders especially when viewed within a context of state and national workforce trends and economic conditions.

Motivated by the strategic priority adopted by the SMC Board of Trustees and College governance committees, the CTE Committee of the Academic Senate, and the Office of Workforce and Economic Development have dedicated the last two years to studying patterns of CTE student enrollment and progress. The Office of Institutional Research has provided the CTE Committee with vital comprehensive data analysis and has included CTE as a focus in its research agenda.

Report Contents

This Board update contains components of a broader research agenda aimed at understanding how SMC could best promote the success of students who pursue programs in occupational fields of study. This brief report will focus on efforts underway to better understand CTE at SMC and improve outcomes. Included are updates of new CTE programs. The contents of this report include:

- Career Technical Education Infrastructure
- The new CTE-BSI Research Collaborative
- Completer/Leaver Survey highlights
- NEW CTE Programs and Updates
-

Career Technical Education Infrastructure

Career Technical Education at SMC prepares students for entry-level employment opportunities, ranging from one semester to four semesters. SMC offers numerous options spanning 9 industry sectors. Credit programs include:

- 37 CTE related Associate Degrees,
- 33 Certificates of Achievement
- 22 CTE Department Certificates

Who are CTE Student Concentrators?

31138 students enrolled in fall of 2010. A total of 7506 or 24.1% of credit students are CTE concentrators (enrolled in one or more credit courses coded SAM code 'B' or 'C').

Unit Load	Non-CTE		CTE		Total	
	Count	Percent	Count	Percent	Count	Percent
Part-time	15136	64.0%	4842	64.5%	19978	64.2%
Full-time	8496	36.0%	2664	35.5%	11160	35.8%
Total	23632	100.0%	7506	100.0%	31138	100.0%

New CTE-BSI Research Collaborative

In an effort to better understand and improve CTE outcomes, Jeff Shimizu, Vice-President of Academic Affairs, formed a committee that includes CTE and Basic Skills chairs, along with initiative administrative leaders. This collaborative research project began this summer and is funded with SB70 and BSI funds.

The main goal of this committee is to explore the possibility of 1) identifying common/ basic and technological skills needed for emerging careers SMC is currently pursuing 2) to discuss developing courses that teach basic skills in the context of occupational skills training 3) discuss innovative programs and approaches which have or could increase student success in CTE areas.

Understanding barriers to completion is critical to improving outcomes. Data reviewed includes: CTE awards and degrees; time to completion of awards; Basic Skills status. We are also seeking to know how many students satisfy certificate requirements but fail to earn one and why? We also hope to better understand what levels of English and math certificates should require. What are the major barriers to completion in CTE? Could this committee contribute to intervention strategies to improve CTE outcomes? Although this committee has met only a few times, we have reviewed best practices, and analyzed research data provided. The following is a sample of some preliminary findings:

- The persistence and graduation of CTE concentrators is low
 - The persistence may be low because of the course reductions; how can we keep courses open to help the progress of students, especially in courses that are only offered once a year
- A large proportion of CTE concentrators already have degrees
 - How can we serve the professional development students or those who only come to us for courses only and not a certificate or degree?
- CTE students with degrees still enroll in basic skills courses
 - It is clear that we should still focus on math and English skills in the CTE courses as degree holders still enroll in these courses.

Implementing more effective instructional practices could mean including student-centered models, peer group support, accelerated courses, and courses that teach basic skills in the context of occupational skills training. These are all things we have done quite successfully with Promo-Pathway. However, contract funding has allowed for the unique design of services in this relatively small program (25 students). The challenge is creating programs which impact larger numbers of students.

The committee includes: Chris Fria, Frank Dawson, Fariba Bolandhemat, Vicki Drake, Laura Manson, Susan Sterr, Laura Campbell, Alan Emerson and Counseling Chair, Laurie Guglielmo. The administrators include Roberto Gonzalez, Maria Leon-Vasquez, Hannah Alford, and Tricia Ramos.

Early recommendations from the committee include exploring the feasibility of:

- Implementing an online portal to collect departmental certificates so we can count them as successes; right now, there is no systematic way to collect and store this information and it varies from department to department
- Advertising certificates via counseling
- Offering math modular courses that are self-paced and are CTE program specific. Encourage students to take these courses before or while enrolled in CTE courses in order to serve the students with varying math levels in CTE courses
- Implementing writing across the curriculum with broad CTE themes (technology, education, etc.)
- Administering a survey in the beginning of the CTE courses to capture students who just want to take one course and update contact information

Completer/Leaver Survey

Tracking employment outcomes of CTE students is critical to the success our programs and it is a major challenge for college personnel. Having this information would allow the college to better understand the impact of our educational programs in CTE. Therefore, the CTE Committee used Perkins funds to pilot a qualitative study conducted by our Office of Institutional Research. The college surveyed 1,232 former CTE students who earned a career certificate or associate degree (Completers) and those who took substantial coursework in a CTE program but did not receive an award (Leavers). Students returned 173 surveys for a response rate of 14.0%.

The following points summarize the major findings of the survey study. To view survey and findings in its entirety, visit

http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Career_Technical_Education/2011CTECompletersLeaversSurvey.pdf

- About 43% of survey respondents had earned an associate or higher degree prior to enrolling at SMC. The large proportion of former CTE students who already have a degree implies that a certificate, degree, or transfer goal may not apply to all students.
- A larger proportion of Leavers (32.7%) reported that the primary reason for attending SMC was to obtain or update job-related skills or for personal enjoyment or self-improvement than Completers (9.3%). The data has implications for using award completion as the sole measure for CTE student success. Nearly one-third of Leavers indicate that their primary educational goal at SMC was not to earn a certificate, degree, or transfer but to obtain or obtain job skills or for professional or personal development. Therefore, it is important to identify other measures of student success.
- Although they left the college without earning a certificate or degree, a large majority of Leavers (84.4%) reported that they were satisfied with the education they received at SMC.
- A large majority of survey respondents reported that the courses at SMC helped them obtain their current job, advance in their current job, improve their job performance, and or improve their overall employability. Disproportionately fewer Leavers reported that SMC helped them on all four points when compared with Completers; however, the percentages of Leavers who indicated that SMC did help them were still high (64% to 76%). Although they did not earn a certificate or degree, a large majority of Leavers reported benefits of attending SMC, including obtaining or advancing in their current employment and improving their job performance and overall employability.
- On average, students reported a gain of \$5.41 in hourly wage when comparing their wages before and after attending SMC.
- Overall, with the exception of dental, survey respondents reported a gain in benefits, including medical, vision, retirement, vacation, and paid sick leave. A fewer proportion of Leavers reported having these benefits after leaving SMC when compared with before their education at SMC; however, Leavers reported a 20% gain in opportunities for pay increases and 27% gain in opportunities for promotion after leaving SMC.
- A large majority of survey respondents reported using general work, computer/technology, interpersonal, reading and writing, and math skills in their current jobs.

This finding has implications for the curriculum of CTE programs. In addition to discipline-specific knowledge and skills, survey respondents reported using soft skills in their jobs on a regular basis.

- Among the options listed for the primary reason Leavers left SMC without earning a certificate or degree, the highest proportions of students (15% each) reported that they did not have enough time for classes or transferred to another college. Twelve or 14% of the respondents indicated that they reached their goal and earned a departmental certificate.

The finding suggests that students who leave SMC may have other reasons besides academics. In addition, a large number of former students reported they left the college because they earned a departmental certificate. Although the Chancellor's Office does not recognize the departmental certificate as a formal award, students recognize it as an achievement.

Emerging CTE Program and Funding Updates

New programs are added in response to emerging industries and careers in our region. Several of these are credit programs that have already begun. Others have completed the curriculum process and will launch in the next academic year. Some have begun as contract education. Programs described below (with the exception of Resource and Recycling Management) are still in the development stage and must complete the curriculum and certificate/degree process. Two have launched in the 2010-2011 academic year and two will launch in 2011-2012. What makes these programs unique and exciting is their inter-disciplinary content and design.

Promo-Pathway

The viewing audience is rapidly changing into a diverse demographic with unique social cultural realities, varied product and programming interests, and divergent ways of using technological platforms. Despite this change and diversified psychographic landscape, marketing departments at many entertainment companies and networks remain in large part ethnically and culturally homogenous, struggling to produce marketing strategies that effectively connect to diverse populations.

This unique education initiative gives young creative talent the opportunity to develop promo-editing-marketing skills. The pathway exposes students to arts education and leads into intensive program focused specifically on promo production. There exists a relative lack of diverse perspectives, experiences, and identities in on and off air, media strategy and planning, PR, communications, promo, graphic design, motion design, broadcast and interactive media. The program is focused on building a sustainable diverse talent pipeline for the media/entertainment marketing industry with strong industry collaboration. The pathway provides basic remediation skills when needed. Santa Monica College is the first institution in the nation to offer this unique degree program.

The Promo Pathway program has been developed with contract education funding provided by South Bay Center for Counseling in association with the industry trade organization Promax. Communication Department chair Frank Dawson has designed the new curriculum and program.

View a short documentary about SMC's first Promo Pathway program produced by Promax on SMC's iTunes U or use the following link: http://www.youtube.com/watch?v=WfcwOtjK_Hk

New classes include:

Broadcasting 20: "Introduction to Writing and Producing Short-Form Media" (CSU)

Broadcasting 21: "Short-Form Visual Media Production" (CSU)

Medical Laboratory Technician (MLT)

A new occupation in California has emerged whose purpose is to alleviate the clinical laboratory workforce shortage, which is by most industry estimates, in a crisis.

Recently licensed by the state of California, the Medical Laboratory Technician (MLT) is being touted as the needed middle step in the clinical laboratory career ladder— bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This creates an opportunity for Santa Monica College because Medical Laboratory Technicians only require a two-year associate degree.

The MLT program has received funding from UCLA Medical Center for nearly \$400,000 for two years. It requires and has strong industry commitment (with UCLA and St. John's Hospitals). Currently only three community colleges in the state are operating an MLT program. The MLT program will be housed in the Life Sciences academic department and will launch in Fall, 2012. New courses include:

MLT 1: "Introduction to Clinical Laboratory Profession" (1 unit, CSU)

MLT 2: "Hematology, Coagulation, Urine and Body Fluid Analysis" (5 units, CSU)

MLT 3: "Blood Banking and Immunology" (5 units, CSU)

MLT 4: "Clinical Chemistry" (5 units, CSU)

Resource and Recycling Management Program

Through a Department of Labor grant, SMC is leading a consortium of community colleges and environmental advocates to provide training and education programs that supports the growth of recycling and resource management industry. The project serves both Los Angeles and Orange County. This training and education program began in July, 2010 with industry not-for-credit training and launched is much anticipated academic program this Fall, 2011. It compliments SMC's sustainable technologies program and is housed in the Earth Sciences Department.

In collaborating with faculty at Irvine Valley College and Golden West College, as well as industry partners, this Community-Based Job Training will likely become a become national model. The program demonstrates SMC's commitment to environmental and ecological responsibility. The new core courses in this program are:

RRM 1: "Introduction to Resource Management" (CSU; Global Citizenship)

RRM 2: "Culture and Zero Waste" (CSU)

RRM 3: "Resource Management and Zero Waste for Communities" (CSU)

RRM 4: "Resource Management and Zero Waste in Business" (CSU)

Homeland Security

Homeland Security is the largest agency in the federal government. Homeland Security/Emergency Management is a program that has the potential for enormous growth and variety, outside of a traditional criminal justice program.

Through the hard work and diligence of a small team of administrative staff led by Al Vasquez, Santa Monica College has been selected to participate in the Transportation Security Agency (TSA) contract training program. Though implementation of the TSA contract training program is pending further negotiations, it is indeed an honor to have been selected to train LAX's Transportation Security Officers (TSOs) as it is the largest base in the nation. TSA training will be the first focus under a larger Homeland Security program envisioned. The curriculum and new certificate of achievement program are currently under development.

The program will to every extent possible, align with existing training academies and universities that offer programs that students can articulate to. Other planned Homeland Security programming could include curriculum in cyber security, emergency management and prevention, and terrorism in a geo-political context.

MAJOR ITEMS OF BUSINESSINFORMATION ITEM G

SUBJECT: **GLOBAL CITIZENSHIP INITIATIVE**

SUBMITTED BY: Superintendent/President

SUMMARY: As much as ever before, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, the college strives to equip its students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

For the second consecutive year, the SMC community was invited to incorporate a common annual theme in their work. Beginning with "Water" in 2009–2010 and continuing last year with "Food", the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in the college's highly constrained budgetary environment, the themes provide the best vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

This report summarizes the work of the Global Citizenship initiative during the 2010–2011 academic year and concludes with a look ahead to the priorities for 2011–2012. See detailed report in Appendix B.

APPENDIX B: GLOBAL CITIZENSHIP INITIATIVE

We live in an era of global change driven by a thickening and expanding web of global connections. When the original SMC Global Citizenship Task Force was formed in Spring 2007, Facebook had approximately 20 million users; Twitter was only a year old, and both the first iPhone and Android were still several months away from public release. Today, just four years later, smart phones are fast becoming ubiquitous, Facebook's active users number 750 million, and Twitter handles an average of 150 million "tweets" worldwide...per day!¹

These revolutionary changes in the world of personal communication might appear trivial at first glance, at least if one can look past the hundreds of billions of dollars of market capitalization and the tens of thousands of employees accounted for by companies such as Facebook, Twitter, Apple, and Google. Rather than isolated phenomena, however, the changes in mobile communications and social networking are just the latest chapter in an accelerating history of global connections and social and environmental change that one can trace back hundreds of years.² If not obvious before, the tumultuous events of 2011 have reminded us of the transformative times in which we live. A tsunami and nuclear catastrophe triggered by an earthquake in Japan. A contagious debt crisis that has spread from one financial sector to another and one country to another, sickening the world economy in the process. Uprisings on the streets of multiple cities around the world, each one reflecting a different set of causes and intended outcomes—the differences, say, between Tahrir Square and Tottenham—but all of them facilitated by the new grassroots-organization potential of the social network. These are all examples of how events today are rooted in global connections and have consequences that ripple and reverberate around the world, carrying both the promise and the peril of our global age.

As much as ever before, then, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

This report summarizes the work of the Global Citizenship initiative during the 2010–11 academic year and concludes with a look ahead to priorities for 2011–12.

Annual Theme

Beginning with "Water" in 2009–10 and continuing last year with "Food", the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in this highly constrained budgetary environment, the themes provide an effective vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

¹ <https://www.facebook.com/press/info.php?timeline> and <http://blog.twitter.com/2011/03/numbers.html> (accessed 26 August 2011)

² J. R. McNeill and William H. McNeill, *The Human Web: A Bird's-Eye View of World History* (New York: W. W. Norton & Company, 2003)

The Global Citizenship Council added two new features to the annual-theme project this second year. First, a campus-wide common book was selected that the entire college community was invited to read and discuss throughout the year. By an almost immediate consensus among the Global Citizenship Council, *Food Rules* by Michael Pollan was selected. The book's brevity and its unorthodox organization made it a very accessible read, across a wide variety of disciplines, but it also made the book a bit of a challenge to incorporate into class projects and campus-wide discussions. With that experience in mind, the English Department was asked to select the common book for 2011–12, and after a great deal of interested and productive discussion, they selected two common reads. As the work of fiction, they chose Hermann Hesse's 1922 novel about one man's quest for happiness, *Siddhartha*; as the work of non-fiction, the department chose the recent bestseller by NPR foreign correspondent Eric Weiner, *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. Both works promise to offer much potential for discussion this year across a wide range of disciplinary perspectives.

The second innovation related to the annual theme was the development of a new system for selecting each year's theme. The process was opened to a campus-wide vote. Throughout the Fall and the Winter, nominations of prospective themes were solicited from SMC faculty and staff. Early in the Spring, the Council refined the list of suggested themes into seven finalists, which were then put to an online vote. At the end of the voting period, 189 employees and 997 students had submitted their preferences. "Health, Wellness, and the Pursuit of Happiness" came in as the top selection.³

This theme readily connects to the first two themes of Water and Food, but it also provides a welcome change of pace. Especially through the "happiness" component, this theme is not as anchored to material, environmental concerns and readily lends itself to interpretation and examination by the arts and humanities, as well as for better integrating Kinesiology, Nutrition, and Health Sciences into the initiative.

Student Engagement

Thanks in large part to the annual themes, Global Citizenship enjoys a high profile at SMC, especially among faculty and staff. One of the primary rationales behind opening the selection process to a college-wide vote last year was to help raise student awareness of the initiative.

The Global Citizenship Council pursued several different tactics last year. Under the leadership of Jose Cue and Peggy Kravitz, for example, Global Citizenship has been integrated into two major student-orientation projects— Counseling 20 and VIP Welcome Day.

One of the most common responses from students upon first learning about SMC Global Citizenship is, "How do I sign up?" As a result, the Council is developing ways in which students can gain a sense of membership in the initiative. Professor Eric Minzenberg, who advises the vibrant Anthropology Club, served as a liaison to the Inter-Club Council this past Spring. The Council will build on his initial outreach and identify existing and perhaps new clubs that facilitate students taking a leadership role in global citizenship.

To further address students' desire for a sense of membership, and to give it a more academic slant, Cue and Kravitz are now developing a Global Leadership designation that students would earn as a transcript notation for consideration by the Academic Senate. With the tag line, "Promoting service, sustainability, and global awareness," the SMC Global Leadership designation will incorporate a combination of coursework, experiential learning, and service.

³ Individual votes were translated into points, based on whether the theme was selected as the respondent's first, second, or third choice, as well as the weighting factor to give equal influence overall to the student and employee groups. The final tally for the top three themes was: Health, Wellness, and the Pursuit of Happiness = 2099 points; Poverty and Wealth: The Inequities of Globalization = 2063; Consumption and Waste: Are We Drowning in Stuff? = 2057. A complete report on the vote is available at the Global Citizenship website.

Global Citizenship now has two marquee events during the year that highlight student engagement. Toward the end of the Fall semester, the nationally designated International Education Week (IEW) provides a concentration of activities that cross-promote each other. Led by Dean Kelley Brayton and the International Education department, IEW is a time to celebrate SMC's diverse campus community with a collection of lectures, performances, and social events that promote global citizenship generally while also informing students of related curricular and extracurricular opportunities, such as study abroad and local field trips.

Highlights from last year's food-themed IEW included:

- a screening and faculty panel discussion of the 2000 feature film *What's Cooking?*, which explores the connections between food and family through the interwoven story of four Los Angeles Thanksgiving celebrations, each based in a different ethnic heritage: Vietnamese, Mexican-American, African-American, and Jewish.
- three events featuring Najwa Abbas Ahmed, of the United Nations and the Salzburg Global Seminar: a lecture on the conflicts in her native Sudan; a presentation on the experiences of African women in Islamic Societies; and a seminar discussion with students and faculty about the role of the United Nations and how students might get involved with the UN, through internships as well as a possible career path.
- Global Citizenship Day—a celebration on the Quad featuring music, dance, and a multicultural variety of street foods to sample, as well as an international fair of tables providing information about global opportunities offered both on and off campus.

Another effective tool for reaching students is through movies. SMC Film Studies faculty Josh Kanin and Salvador Carrasco have presented a number of globally themed films to the campus community. In Spring 2011, they hosted screenings of two films distributed through the Global Film Initiative (GFI): *Becloud*, a Mexican film about the reunion of three childhood friends in Mexico City after years of separation; and *Ordinary People*, a Serbian film about soldiers engaged in an ethical struggle upon learning that their orders involve the execution of Croatian civilians. SMC's participation in GFI was funded by the Title VIA grant, and includes permanent access to both the 2010 and 2011 GFI collections.

Finally, to keep students and the rest of the campus community engaged in Global Citizenship, the Council continues to utilize social media wherever possible. The Facebook page is attracting new followers all the time, more than tripling in number in the last 12 months. The Council also maintains a Twitter feed, a public Google calendar, and SMC webpages to keep people abreast of events and meetings related to the initiative. The initiative's faculty leader, Pete Morris, has used Facebook also to share articles and reports from around the world that touch on the themes of global connections and global change. There are limitations, however, to using Facebook for this purpose, so in May he created a more robust Global Citizenship blog at Tumblr [sic].⁴

Curriculum and Professional Development

The most effective method for reaching students in the Global Citizenship initiative is to integrate these ideas across the curriculum. This requires knowledge, creativity, and commitment on the part of SMC's faculty.

The Global Studies Associate in Arts degree and Certificate of Achievement, developed by the Interdisciplinary Studies committee, are currently awaiting approval from the Chancellor's office. Two new courses were developed (Global 10, Introduction to Global Studies and Global 95, Experiential Learning in Global Studies) and two courses were revised (Geog/Global 11, World Geography and Pol Sc/Econ/Global 5 Global Political Economy) for this new program of study.

⁴ <https://www.facebook.com/globalsmc>; <https://twitter.com/#!/globalsmc>; <http://globalsmc.tumblr.com/>

During the 2010–11 academic year the following courses were approved by the Curriculum Committee and Academic Senate to fulfill the Global Citizenship Associate degree requirement:

- Envryn/Psych 40, Environmental Psychology
- Envryn/Psych 20, Environmental Ethics
- RRM 1, Introduction to Recycling and Resource Management

The Global Citizenship Associate degree requirement is facing its first challenge as a result of SB 1440. SB 1440 does not permit community colleges to impose any local degree requirements upon students pursuing Associate in Arts-Transfer (AA-T) or Associate in Science-Transfer (AS-T) degrees. In discussions during the year the Curriculum Committee decided that it is not yet time to remove the degree requirement across the board. The hope is that if/when such a decision needs to be made, the ideas and ideals of global citizenship will be so deeply integrated across the SMC curriculum that a degree requirement will no longer be necessary to achieve the curricular goals of the initiative.

As described above, the annual theme has been a powerful vehicle for faculty to integrate global citizenship into their courses across disciplines. The Second Annual Global Citizenship Research Symposium and Tournament—originally developed by Professors of Communication Studies Nancy Grass Hemmert and Nate Brown—demonstrated this cross discipline integration. There were 31 submissions from 70 student participants (there were a few group projects). This included seven in the Speech category, five papers, seven films, eight art/photo submissions, and four dance performances. Approximately 50 audience members attended. Each work was judged by a panel of faculty for its overall quality and illustration of global citizenship. In addition works were judged for their representation of the annual theme for the special President’s Award. The President’s Circle of the SMC Foundation provided cash awards to winners in each category.

None of the curricular developments described above would be possible without a strong commitment to professional development, spearheaded by the Academic Senate. The Professional Development Committee consistently demonstrates support for the Global Citizenship initiative and the annual theme by featuring them prominently at campus-wide Flex Days. In addition there have been numerous events on campus during 2010–11 to enhance professional development, including the Global Connections speaker series as well as the series on culture and food around the world presented by the Modern Languages and Cultures department. SMC faculty also provided several Global Citizenship events using mini-grants funded by the original monies set aside by the Board of Trustees in support of the initiative.

Professional development provides a very good example of how the college has been able to leverage resources to maximize the collective impact. The events described above were sponsored by the District, the SMC Associates, the Foundation, the Senate, and the Title VIA grant.

Study Abroad

SMC values study abroad as an essential part of the Global Citizenship Initiative. Study abroad participants have had an invaluable experience of learning in a foreign context and culture. There were a number of factors that affected Study Abroad during the 2010–11 academic year. For reasons of low enrollment, the programs for both Winter and Summer 2011 sessions were canceled. Despite tireless recruiting in the Fall, none of the three planned Winter programs (to Egypt, Mexico, and South Africa) met their 25-participant minimum. It appears that the weak economy largely is to blame, because all three programs had received inquiries throughout the Fall from interested students only to fall short as deposit deadlines arrived. In previous years, Study Abroad benefited from very generous scholarship support by the Associated Students—as much as \$68,000 for Summer 2010 alone. The A.S. was able to offer only \$20,000 in scholarship support this year—still generous, but not enough to support study-abroad students in this economic climate.

While waiting for the economic situation to improve, the Study Abroad subcommittee has been utilizing this time for collaborative reflection. The committee's co-chairs, Nancy Grass Hemmert and Garen Baghdasarian, produced a preliminary Master Plan for Study Abroad during the 2010–11 academic year. Still in draft form, the Master Plan includes suggestions for planning, developing, recruiting, and supporting the out-bound programs that have thus far defined Study Abroad at SMC, as well as potential new types of offerings, including in-bound study tours for visiting students, and out-bound, not-for-credit study tours for the public at large. The goal is to finalize the Master Plan for Study Abroad this year, built around the following principles:

- **Develop a larger and more predictable pool of scholarship funding.** It is a high priority for SMC that the Study Abroad program represent traditionally underserved populations. This has been successfully achieved in the past largely through the generosity of Associated Students scholarships; by developing additional funding sources, SMC can continue to provide Study Abroad opportunities to a diverse population, while also ensuring that future programs aren't cancelled.
- **Continue the creation of annual Study Abroad centers.** Using successful South Africa and Mexico-based Latin American programs as models, SMC will complete its continuing efforts to create similar centers for Study Abroad in both Turkey and China, with the goal of running at least one program per year in each of the four centers.
- **Develop and offer additional Study Abroad programs to supplement the four centers.** There is demand among both faculty and students for Study Abroad programs in other locations that could be offered on an occasional basis.
- **Create a new Academic Senate Joint Committee on Study Abroad.** This new Joint Committee will be responsible for recommendations regarding program and faculty selection.

Despite the budget-related suspension of SMC Study Abroad programs, there are several international opportunities open to community-college students to pursue. One is the short-term volunteer abroad tours that STA Travel offers in 30 countries with its non-profit partner, Planeterra. Another non-profit, BUNAC, offers similar short-term work abroad programs in the UK, Canada, Australia, New Zealand, Ireland, and France. For students with an interest in German language and culture, the German government offers a full-year work-study internship—the Congress-Bundestag Youth Exchange—specifically designed to provide intense language training along with postsecondary instruction and work experience in the student's chosen career field. Finally, three SMC students in 2010–11 received scholarships to study for a semester at Soonchunhyang University in Korea.

In February 2011, the Title VIA grant funded a site visit for two SMC faculty department chairs to a prospective Study Abroad site in China. Chris Fria, Department Chair of Entertainment Technology, and Perviz Sawoski, Department Chair of Theatre Arts, visited Zhejiang Vocational Academy of Art. They were joined by SMC administrators in Hangzhou and Shanghai to explore potential collaboration in the areas of student and faculty exchange, as well as curriculum design and development. As a result of this visit, a delegation of 12 faculty representing the Zhejiang Vocational College of Arts (ZVC) came to Santa Monica in late July and August to learn about SMC's programs in theatre, dance, broadcast communications and entertainment technology (digital media, animation).

Looking Ahead to 2011–12

SMC enters the fifth year of its Global Citizenship initiative with a great deal of enthusiasm for the year of “Health, Wellness, and the Pursuit of Happiness.” Building on the momentum that has developed around the initiative’s ever-widening core of active participants, efforts will be concentrated in the following areas:

Maintain and continue to develop the annual themes. In just two years, the annual theme has been quickly embraced by the college community. As originally intended, it is proving to be a helpful tool for facilitating creative interaction between faculty across disciplines, and for giving both faculty and students tangible ideas that they can use to connect to the rather abstract notion of global citizenship.

Strengthen awareness among, and participation of, students. As described above, this is a point of emphasis that carries over from last year. In addition to continuing efforts described above, the Council plans to develop a comprehensive marketing plan for the initiative. This will include working closely with student clubs and Associated Students, particularly in developing service-oriented activities.

Expand efforts to include community service. The Academic Senate’s Professional Development Committee made globally aware, locally placed community service a prominent part of the college Flex Day in March. One contact made through those efforts was with the local organization, Big Sunday, which has been organizing a region-wide day of service—now a three-day weekend of service—for more than a decade. By tapping into Big Sunday’s infrastructure for placing volunteers in service projects, which include numerous opportunities for groups to work together, SMC will mobilize a much larger portion of students, faculty, and staff, to participate in this year’s event (May 4–6). In addition, the Council plans to work more closely with the many other clubs and organizations at SMC that already emphasize community service in their activities.

Use the new Democracy Commitment to bring more attention to the “citizenship” part of Global Citizenship. While there is potential tension between the Democracy Commitment’s focus on a nationalized conception of citizenship and the implicit international (or even anti-national) conceptions of global citizenship, this is a productive, creative tension that can be exploited to good effect. Any activities that engage SMC’s students, faculty, and staff in examination and discussion of what it means to be a committed, active 21st-century citizen of the United States will influence, and be influenced by, ideas of our being simultaneously “citizens” of the Planet Earth.

Continue to develop opportunities abroad for students, faculty, and staff. Studying and working abroad is essential to one’s development as a global citizen, and opportunities to do so played a prominent role during the first three years of the Global Citizenship initiative. Budgetary concerns led to a suspension of these programs last year, and moving forward, even if the fiscal situation improves, it is clear that cost will always constrain the number of these opportunities that can be provided. Developing outside funding sources, then, is instrumental toward plans for increasing and improving opportunities abroad.

Santa Monica Community College District
Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

- To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.
- To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

- To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.
- To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.
- To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.
- To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.
- To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;
- To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.
- To provide for long-range development planning at the Olympic Shuttle site.
- To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.
- To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.
- To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Santa Monica College

Information Technology Plans for 2012-2013

1. Plan and support the implementation of State student success and e-Textbook initiatives with updated technology solutions.
2. Continues the effort in analyzing, designing, and implementing enhanced automation processes to improve overall operational efficiency and produce cost saving solutions. Planned projects include e-disbursement of financial aid awards and student refund, identity Management system for faculty/staff, SLO data analytical report, and Google apps expansion.
3. Evaluates and develops multi-year implementation plans for virtualization and mobile technology. Plans will include the evaluation/implementation of virtual technology, update of mobile device support and use policy, and staff/faculty training and support.
4. Works with Grant opportunity wherever possible to integrate the College technology plans into the grant activities to leverage and sustain the impact of grant resources.
5. Continues the effort in improving the access, performance, and availability of technology services by updating/replacing required infrastructure, equipment and software.

Technology Objectives 2012-2013

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. There is a need to replace/update all workstations below Dell GX520 (or equivalent) with either upgraded computers or Virtual desktop solutions. Due to general funding reduction, grants opportunity is desired.

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 12-13, including Microsoft campus agreement, antiviral, and more.

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests. There are approx.15 new computers required for new full-time faculty this year.

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 12-13 are consumables, e.g. projector bulbs.

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.

Objective 8 Campus-wide network infrastructure upgrade - continued from 11-12

Complete the implementation phase of College network core switch 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. The upgraded design also comes with necessary redundancy (high availability configuration) to maximize network uptime. Also included in the project is a Wifi expansion plan to support the increase demand of mobile computing requirement.

Objective 9 Campus-wide virtualization desktops implementation

VDI technology is evolving. The limitation and restriction of current stage of the technology could be potentially costly if deployment plan is not implemented properly. While funding source for the project is pending, IT will continue utilizing previous pilot project experiences to evaluate the expansion possibility and propose multi-year implementation plans.

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Objective 11 Update College technology policies and procedures to ensure the inclusiveness of latest technology issues

As mobile devices get widely adoption, faculty, staff, and students are bring in their own devices for business productivity and personal use. The College established network/computer use policy requires frequent review and update. This document will assist in educating users on security awareness, technology best practices, and effective usage.

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 11-12

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. Also included in the plans are Information Technology and Media Services operational areas and staff offices.

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development. Webhelpdesk software is purchased to implement an online support system that streamlines IT support procedures and process. Also included is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.

Objective 14 MIS Student Business Process Automation Projects for cost effectiveness

Plan, evaluate, and implement the enhancement or cost saving solutions to improve productivities and cost effectiveness. Planned services include online payment transaction processor migration, student paperless payment disbursement mechanism, e-transcripts, and more enhanced enterprise mobile apps.

Objective 15 Evaluate the feasibility of implement staff/faculty IM and expansion of Google hosted email/apps services to staff/faculty

Research and evaluate the possibility of offering and/or eventually replacing costly staff/faculty email system with Google provided no cost gMail solution.

Objective 16 eText and digital learning material technology evaluation

Evaluate support models of eTextbook adoption plans, courseware integrations, mobile/handheld device, and accessibility to develop a feasible implementation plan to support the needs.

Objective 17 Google Apps service expansion to faculty/staff

Google Apps provides eMail, Docs/Drives, Calendar, and other productivity suite for free services to faculty and staff. There are potential privacy, data confidentiality, and accessibility issues to be considered. However, the tool suite can offer tremendous mobility, efficiency, and potential possibility to replace MS Exchange for cost saving in the future.

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2011-2012

During 2011-2012, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 16 recommendations approved by DPAC during 2011-2012 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1 Innovative and Responsive Academic Environment

Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

- #114-C Agreement on the final Master Plan for Education 2011-2012 UpdateSeptember 28, 2011
- #118-A Approval of Two Proposed Strategic Initiatives.....April 11, 2012

Goal 2 Supportive Learning Environment

Provide access to comprehensive student learning resources such as library, tutoring and technology.

Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Goal 3 Stable Fiscal Environment

Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

- #111-A Adopted assumptions to be used to prepare the 2011-2012 adopted budget as recommended by the Budget Planning Subcommittee.....August 10, 2011

Goal 4 Sustainable Physical Environment

Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.

- #120 Approval of AR 6335, Santa Monica College Sustainable Building Principles June 13, 2012
- #121 Approval of BP 6320 (deleted) and 6335 (revised) June 27, 2012
- #122 Approval of Sustainable Transportation Report.....June 27, 2012

Goal 5 Supportive Collegial Environment

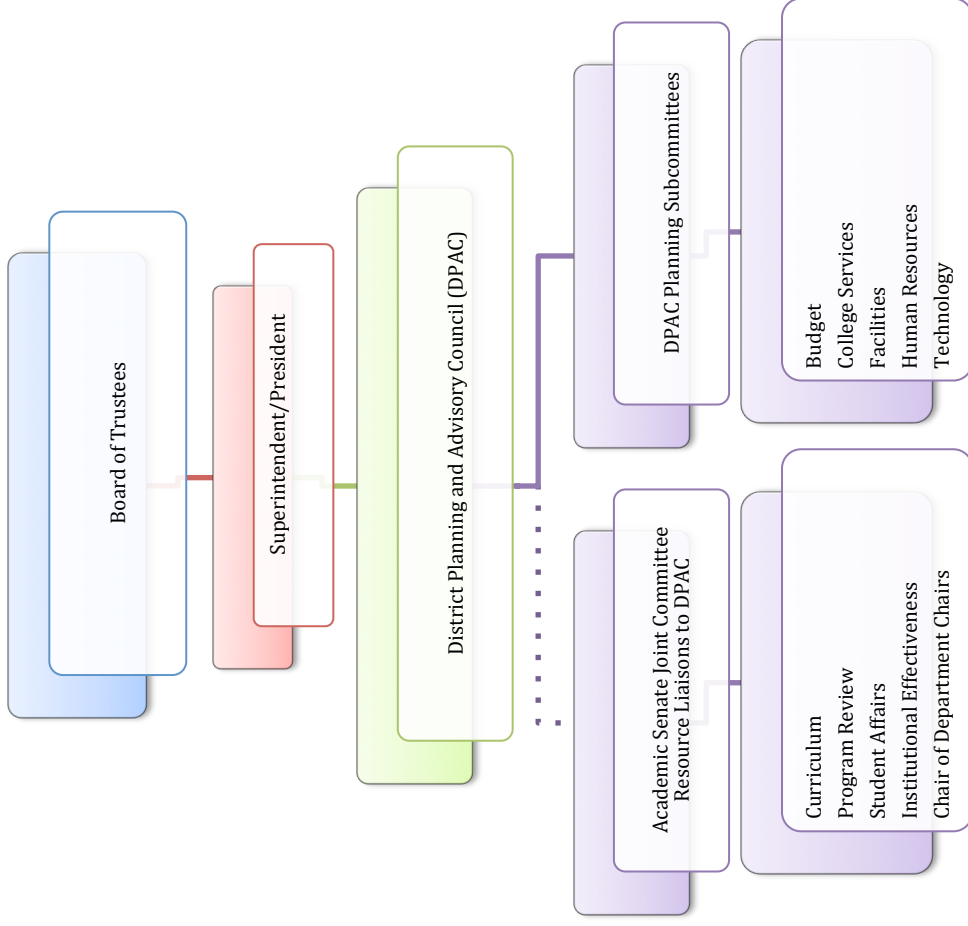
Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

- #112-A Approval of District-Wide Code of EthicsAugust 10, 2011
- #117-A Objection to not playing a part in planning open-enrollment contract education programMarch 28, 2012

Organizational Functions

#113-C Approval of the DPAC 2010-2011 Annual Report.....August 10, 2010
#115-C Formation of Strategic Planning Task Force..... September 28, 2011
#116-A Approval of *Vision, Mission and Goals* Statement.....March 14, 2012
#119-A Election of Vice-Chair, 2012-2013 June 13, 2017

Santa Monica College
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)



MASTER PLAN FOR EDUCATION



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2013-2014 UPDATE**

2013-2014 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2013-2014 UPDATE
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Santa Monica Community College District
MASTER PLAN FOR EDUCATION, 2013-2014

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. This last occurred in Fall 2011, and the strategic planning summary was included in the 2012-2013 *Master Plan for Education Update*.

This most recent strategic planning effort resulted in two new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity) and I³ (Institutional Imagination Initiative). To address the concern of the Strategic Planning Task Force that it should not appear that the four previous strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical Education—have been in any way “abandoned” to make way for the new 2012-2017 strategic initiatives, the District Planning and Advisory Council (DPAC) agreed that the four 2006-2011 institutional objectives would continue to be “tracked” in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives.

This 2013-2014 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2012-2013 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (100% of the eleven 2012-2013 institutional objectives were judged to be either Completed [91%] or Substantially Completed [9%].) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents are included as addenda:

- Strategic Initiatives
- Program Review Planning Summary
- Institutional Effectiveness Report
- Board of Trustees Priorities
- Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Presentations/Reports/Actions at Board of Trustees Meetings related to Strategic Initiatives/College Priorities, 2007-2008 – 2012-2013
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2013-2014, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

This final document is the result of review and approval by the District Planning and Advisory Council.



Santa Monica Community College District

Vision, Mission, and Goals

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012

Revised 6/2013 (ILO #5 approved by Academic Senate)

Santa Monica Community College District
Master Plan for Education – Institutional Objectives, 2013-2014

Number	Institutional Objective
#1	To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.
#2	To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.
#3	To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.
#4	Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.
#5	To further implement the Institutional Imagination Initiative (I ³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.
#6	To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.
#7	To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.
#8	To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.
#9	To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 1</p> <p>To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development/ Institutional Research</p> <p>Institutional Effectiveness Committee</p> <p>Program Review Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><i>Estimated Cost:</i></p>	<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>			
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#1) <input checked="" type="checkbox"/> Program Review Recommendations (#1, #2) <input checked="" type="checkbox"/> Academic Senate Objectives (#2) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>A workgroup comprising representatives from the Office of Institutional Research, and the Institutional Effectiveness and Program Review Committees will review current documents and data used for institutional planning and reporting and develop common definitions and templates for ensuring consistent standards are used for data interpretation and planning documents.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 2</p> <p>To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.</p>	<p><i>Responsible Area(s)</i></p> <p>Business and Administration Academic Affairs Student Affairs Enrollment Development Information Technology DPAC/Budget Subcommittee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>For the third year in a row, the College has funded maintenance of technology, instructional equipment, and facilities in the general fund. For 2013-2014, the combined amount is \$250K with \$125K allocated for technology and \$62.5K allocated for both instructional equipment and facilities. Additionally, in 2013-2014, the College will receive \$436K in categorical funding for instructional equipment and deferred maintenance. These monies will be divided evenly.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3				
To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.	<i>Responsible Area(s)</i> Facilities Planning Department DPAC Facilities Subcommittee			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives				
<input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives:				
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#16) <input checked="" type="checkbox"/> Program Review Recommendations (#11) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
<ul style="list-style-type: none"> • Develop guidelines for preferred standards and systems to integrate flexibility into the design of new facilities to ensure long-term institutional efficiency in resource allocation. • Pilot the new guidelines with two major projects currently being planned—the Student Services Building and the Civic Center Early Childhood Education Lab School. 				
<i>Estimated Cost:</i>	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 4</p> <p>Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.</p>	<p>Responsible Area(s) Academic Affairs Student Affairs Enrollment Development Academic Senate DPAC</p>			
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
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<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> In the spring of 2013, the College adopted ILO #5: Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. During the 2013-2014 academic year, the institution will seek to effect widespread awareness of the outcome and assist faculty and staff as they adapt the outcome (in the form of SLOs and UOs) for use in their units, programs and departments. This work will be done in conjunction with the Academic Senate's Institutional Effectiveness, Program Review, Curriculum and Department Chairs Committees. The key assumption underlying the outcome is that if students can identify long-range goals and purposes in their lives they are more likely to succeed in school and beyond. The College has developed common questions to assist faculty and staff as they seek to help students identify their goals. These questions will be displayed on banners and posters across the SMC campuses, and on the "Got GRIT?" webpage. Students are invited to share their responses on Twitter, Facebook or Instagram and tag them with #gotgrit. Some of the best answers will be shared at www.smc.edu/gotgrit in hopes of motivating and inspiring all SMC students to identify and achieve their goals.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 5</p> <p>To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.</p>	<p><i>Responsible Area(s)</i></p> <p>DPAC Academic Affairs Student Affairs Enrollment Development Resource Development Group</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (“Our Commitment to Access, Quality, <u>Innovation</u>, Equity and Sustainability”) <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>The DPAC Chair will compile a list of innovative projects/initiatives (as identified by the various college divisions, departments, programs, disciplines, and units) that are currently under development and present the list to DPAC for review and discussion. The list will be updated periodically, and, as appropriate, DPAC will receive reports and/or presentations of individual projects/initiatives as they develop. This will serve both to support innovation and to ensure that it informs college planning.</p>				
<p><i>Estimated Cost:</i> Existing staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 6</p> <p>To conduct a quantitative study examining the external variables impacting the College’s performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development/Institutional Research</p> <p>Institutional Effectiveness Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#1) <input checked="" type="checkbox"/> Program Review Recommendations (#1, #2) <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) <u>Institutional Effectiveness Report/Dashboard</u> </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>A report of the findings of the study will be produced and disseminated to various campus groups, including the primary sponsors of the Institutional Effectiveness Dashboard indicators, the Institutional Effectiveness Committee, and DPAC. The Office of Institutional Research and the Institutional Effectiveness Committee will facilitate campus-wide dialogue around the findings of the study. The study will inform college planning, practices, and programs.</p>				
<p><i>Estimated Cost:</i> Existing staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7				
To develop and implement plans to improve the College’s safety and emergency preparedness systems and procedures.	<i>Responsible Area(s)</i> Student Affairs Campus Police Academic Senate CSEA Emergency Preparedness Committee Network Services			
Map to Institutional Learning Outcomes Supporting Goals				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#11) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#5) <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
<ol style="list-style-type: none"> 1. On-going training for all faculty and staff in Emergency Procedures and Preparedness, including dissemination of informational pieces about the roles and responsibilities of State Disaster Service Workers and about students needing mental health services 2. Development and distribution of Emergency Procedures booklet and Emergency Information file folders to all faculty and staff 3. Development and dissemination of classroom posters with Emergency Procedures information 4. Deployment of a phone system designed to disseminate emergency information throughout all SMC classrooms, offices, and conference room areas through phones 5. Upgrades of the “Blue Emergency Towers” in order to use the public address system to broadcast emergency information throughout all SMC sites 6. Enhancement of a new Dispatch Command Center in order to have a single, centralized area from which to broadcast emergency messages, if necessary, throughout the entire District 7. Training seminars available for all students, staff, faculty and guests who want to participate in the seminars to learn their roles during an emergency 8. Development of Building Monitor program for each college building 9. Continued enhancement of the C-CERT Program to develop a fully staffed (50 volunteers) C-CERT trained cadre of emergency volunteers 				
<i>Estimated Cost:</i> \$1 Million +	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential (Primarily from Measure AA)			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 8</p> <p>To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.</p>	<p><i>Responsible Area(s)</i></p> <p>Business and Administration/ Facilities Maintenance</p> <p>Academic Senate</p> <p>Management Association</p> <p>Associated Students</p> <p>Faculty Association</p> <p>CSEA</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) <u>DPAC College Services Subcommittee</u> </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>A task force will be created to develop a plan and make recommendations to maintain the appearance and improve college facilities. The strategies will maintain alignment with the institutional commitment to a sustainable physical environment.</p> <p>The task force shall comprise the following representatives:</p> <ul style="list-style-type: none"> • Facilities • Maintenance/Operations • Associated Students • Academic Senate • Management Association • Administration • Faculty Association • CSEA • Web Content and Digital Marketing Facilitator • Director of Sustainability Coordination 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		

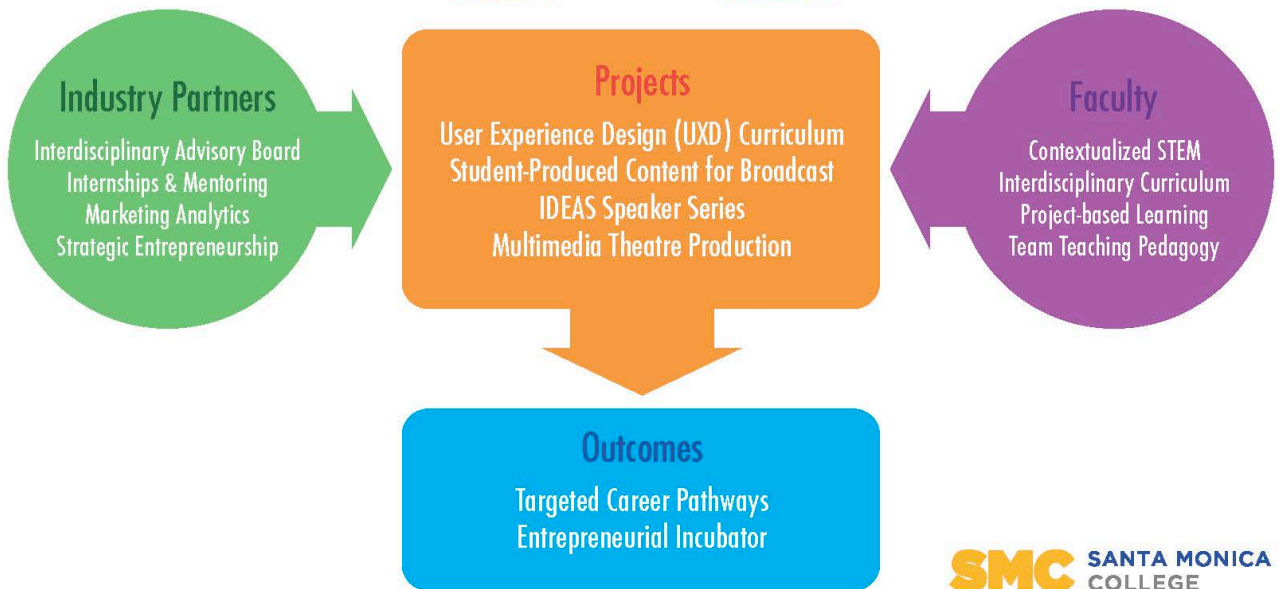
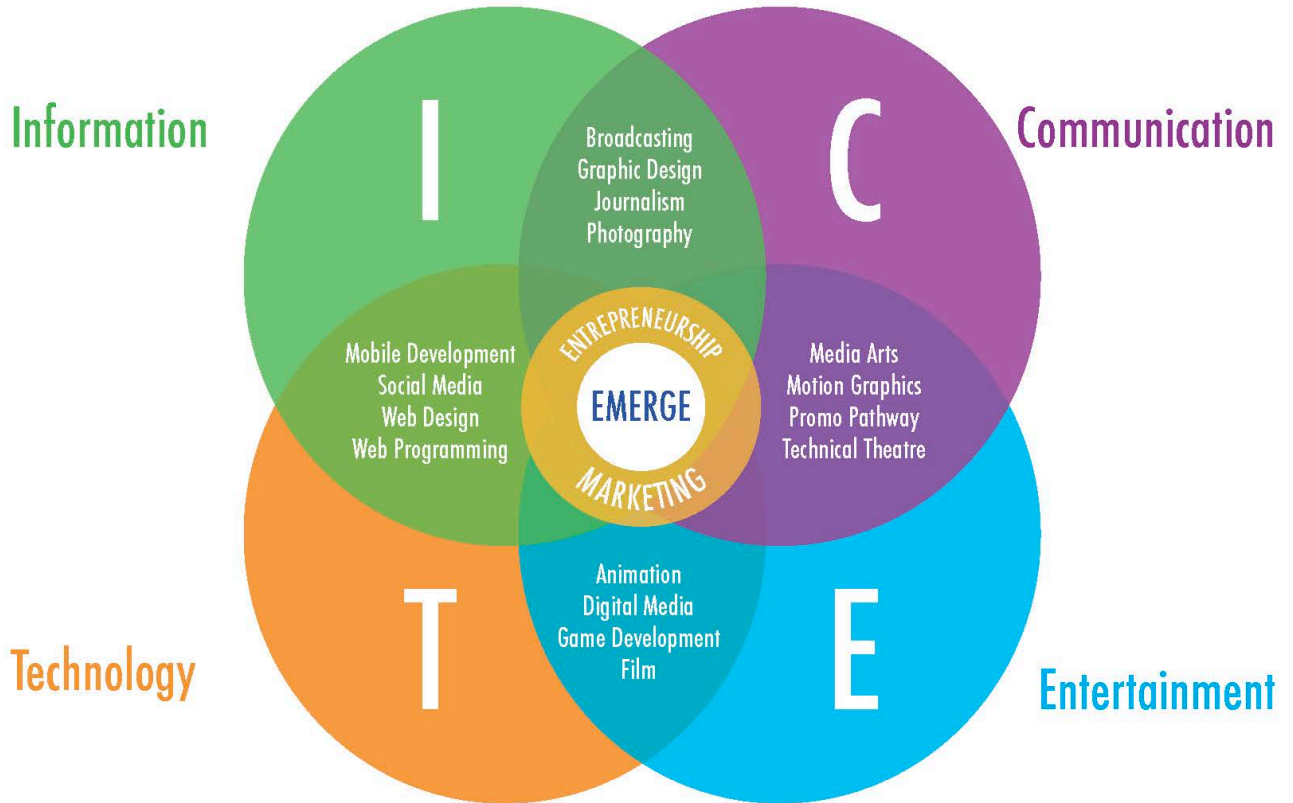


Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 9</p> <p>To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p> <p>Academic Senate</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (“Our Commitment to Access, Quality, <u>Innovation</u>, Equity and Sustainability”) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#3) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Identify emerging careers. • Engage employers • Establish interdisciplinary advisory boards • Identify internships and mentorships 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		

EMERGE

The SMC Information, Communication, Technology and Entertainment (ICTE) Initiative. EMERGE supports synergistic programs and activities to advance multi-disciplinary learning. The purpose is to align education with emerging careers and entrepreneurial ventures in our local and regional economy. The initial focus will be to pursue collaborations among compatible disciplines, to facilitate active employer engagement, and to develop innovative career pathways.





Santa Monica Community College District

Master Plan for Education – Institutional Objectives, 2013-2014

<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2013-2014</p>	<p style="text-align: center;">Program Review Recommendations</p>	<p style="text-align: center;">Board of Trustees' Goals and Priorities</p>	<p style="text-align: center;">Academic Senate Objectives</p>	<p style="text-align: center;">College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)</p>	<p style="text-align: center;">Strategic Initiatives GRIT and Institutional Imagination Initiative (I³)</p>
<p>1. To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.</p>	✓	✓			
<p>2. To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.</p>	✓			✓	
<p>3. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.</p>	✓	✓		✓	
<p>4. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.</p>		✓	✓	✓	✓
<p>5. To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.</p>		✓			✓

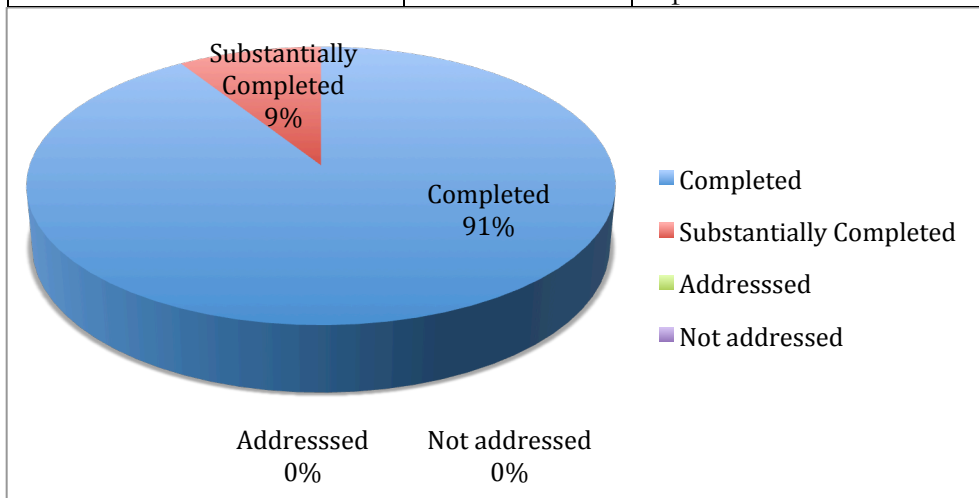
<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2013-2014</p>	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRII and Institutional Imagination Initiative (I ³)
6. To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.	✓	✓		✓	
7. To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.		✓	✓		
8. To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.				✓	
9. To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.		✓	✓	✓	✓

MASTER PLAN FOR EDUCATION UPDATE, 2013-2014

Responses to 2012-2013 Institutional Objectives

Institutional Objective #	Status
1	Completed
2	Completed
3	Completed
4	Substantially Completed
5	Completed
6	Completed
7	Completed
8	Completed
9	Completed
10	Completed
11	Completed

Status	Number of IOs/Percentage	
Completed	10	91 percent
Substantially Completed	1	9 percent
Addressed	0	0 percent
Not addressed	0	0 percent





Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1			<i>Responsible Area(s)</i> Enrollment Development
To identify and implement strategies to assist programs in maintaining a web and social media presence.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<ul style="list-style-type: none"> • Delivered 20+ individual and group trainings to departmental web publishers on how to use SMC’s web platform (SharePoint); developing a library of SharePoint training documents and materials in order to meet ongoing training needs. • Drafted social media guidelines for SMC-affiliated accounts and commenced offering tips/counsel to departments interested in building their social presence. • Launched a SMC social media “index” page that lists and links to all official SMC social media pages. This index will be updated/enhanced as the College’s social efforts grow. • Initiated long-term paid outreach and sponsored account/stories campaigns on Facebook and Twitter to increase the audience for our official SMC channels. • Web Content & Digital Marketing Facilitator now provides technical support, redesign management and content strategy for departments that need assistance building out their web presence. 			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2			
To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.		<i>Responsible Area(s)</i>	
		Enrollment Development: <ul style="list-style-type: none"> • Institutional Research Academic Senate: <ul style="list-style-type: none"> • Institutional Effectiveness Committee • Professional Development Committee 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In 2012-2013, the Office of Institutional Research hosted three workshops on the assessment of student learning and unit outcomes and use of assessment findings to inform decisions:</p> <ul style="list-style-type: none"> • A workshop for all program leaders of programs completing the six-year program review process in 2012-2013. The workshop provided training on data collection, analyses, and interpretation, including assessment of outcomes, for program review (18 attendees); • A Fall Flex Day workshop on how to use SLO and other data to inform decision making processes for improved instruction and programs and how to report data findings for program review (13 attendees); and, • A Spring Flex Day workshop on how to use course-level SLO data to assess program and institutional outcomes and to inform planning processes (11 attendees). <p>In addition, the Office of Institutional Research provided ad hoc data support and training for 15 programs going through program review/mini CTE review during the 2012-2013 academic year.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3		<i>Responsible Area(s)</i>	
To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.		Academic Affairs	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The computerized tutoring tracking system has been in place for one year in the tutoring centers, enabling the College to collect standardized data from each center. Institutional Research has completed the first research report on the correlation between student achievement and use of lab resources. The data in this report indicated some flaws in the use of the system, resulting in modifications to the computer program.</p> <p>Both Math and Modern Languages departments have computerized learning resources that students may use outside of the respective labs. Information Services has worked with various campus departments and outside vendors to incorporate off-campus use of resources into the lab data reports. Improvements to both systems will be ongoing to meet the varied needs of departments.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4		Responsible Area(s)	
To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.		Student Affairs • Mike Tuitasi In consultation with • Grants/STEM/Title 5 • Enrollment Development • Institutional Research • Academic Affairs	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>

RESPONSE

The District was able to address the needs of a variety of special populations by conducting on-going research and creating specialized support programs and activities that addressed the needs of historically underrepresented populations. These projects and activities included:

- The Office of Institutional Research, in collaboration with a team of faculty members, conducted a qualitative study examining the collegiate experience of students from diverse ethnic and cultural backgrounds. The purpose of the study was to document the barriers diverse students face in achieving their education goals and to identify the factors that facilitate student success. The team conducted interviews with 18 Santa Monica College students during Spring 2013 and is currently in the process of transcribing and analyzing the interview findings. The data from the study will be used to inform current practices and deepen understanding of how the college can help students from diverse ethnic and cultural backgrounds achieve success in their courses and complete their educational goals.
- The Science and Research Initiative is a joint program between SMC and UCLA that seeks to increase the number of underrepresented students who pursue degrees in Science, Technology, Engineering, and Mathematics (STEM). The SRI program utilizes the cohort model to create a supportive environment while challenging students to pursue rigorous academic activities like summer intensives and research. The program requires students to utilize campus resources to design a personalized academic program to achieve success in these rigorous majors. SRI has also added formal STEM focused career planning courses and an interdisciplinary science course that focus on the principles and practice of scientific research. Using interdisciplinary strategies that incorporate applied learning experiences and focusing on non-cognitive skills gained through counseling, SRI plans to increase the success of traditionally underrepresented students in STEM fields.
- During Summer 2013, 82 students participated in the Summer Jams program. Students who placed at the pre-college level in English and math went through 10 days of fun dynamic activities designed to strengthen reading, writing, math and study skills to gain a head start toward a college degree or career certification. Students also participated in student success workshops led by SMC Counselors. The majority of students were first-time college students from underrepresented populations. About 40% of students are receiving some form of financial aid. Participating students came from 18 different local high schools, with the majority of students coming from Santa Monica, Culver City, Hamilton, University, Manual Arts and Venice high schools.
- Through the leadership of the Black Collegians Program, the college created several new articulation agreements with historically Black Colleges. These agreements will have the indirect effect of giving students “purpose,” a factor in increasing retention.

- Workshops and informational handouts were created to assist AB 540 students with getting connected to support resources at the college.
- Under the new enrollment priorities plan, Adelante and Black Collegians students receive priority enrollment.
- The institutionalization and expansion of supplemental instruction is having a positive effect on the retention of underrepresented students.
- The Guardian Scholars Program was created to assist foster youth with academic support and guidance. The program received funding from the Angel Foundation and will serve as a pilot project with Loyola Marymount and UCLA to help promote and increase transfer and student success for foster youth.

On-going activities and research will continue in the 2013-14 academic year. A taskforce will be created to review new data and the development of additional support services.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5		<i>Responsible Area(s)</i>	
To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.		DPAC Fiscal Services Senior Staff Resource Development Group (Grants, Foundation, Workforce Development)	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the past year, the Resource Development workgroup, which includes the Executive Vice President, the Executive Director of the SMC Foundation, the Dean of Workforce and Economic Development, and the Director of Grants, met regularly to develop criteria and tools for prioritizing resource development efforts regarding specific programs. The results of these discussions include a list of criteria, as well as a matrix, that the Foundation, Grants Office, and Workforce and Economic Development Department, as well as the greater college community, including instructional programs and student services, may use as they consider new funding initiatives, programs, and services. The purpose of these criteria is to assure that the college is allocating its limited resources to the most critical and essential programs. These criteria include:</p> <ol style="list-style-type: none"> 1) Relevance to institutional mission, learning outcomes, strategic initiatives, and supporting goals; 2) Degree to which project is supportive of and addresses an institutional, programmatic, and/or student need; 3) Degree to which SMC has prior experience in this area or has the expertise to move forward with a new initiative; 4) An identified point of contact exists within the institution who will take the lead on the project and be responsible for its implementation (full-time staff, faculty, or administrator); 5) Project can be accomplished within existing infrastructure OR the project will provide the resources necessary for implementation and long-term sustainability, particularly with regard to facilities, technological capacity, and administrative support services; 6) Likelihood for success; and 7) For projects requiring a written proposal, the ability of development team, including the writing team, IR and Fiscal, to develop and submit proposal within the time allotted. <p>In addition, other considerations include:</p> <ul style="list-style-type: none"> • Project will lead to other potential funding opportunities and/or leveraged resources; • Project will provide SMC with local, regional, and/or national recognition, which may lead to other potential funding opportunities and/or collaborations; and <p>Project encourages and/or increases interest in pursuing external funding within a department that has not previously pursued external funding.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6			<i>Responsible Area(s)</i>
<p>To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.</p>			<p>Academic Senate Institutional Effectiveness Committee</p> <p>Institutional Research</p>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In the 2012-2013 academic year SMC inaugurated the GRIT initiative. The effort to define GRIT began with gathering academic literature on non-cognitive skills and making that material available to the College community. Much of this material can be found at the GRIT webpage. The literature and research from the field inform the work on GRIT at the College. Leaders of the initiative and the Academic Senate agreed that the Institutional Effectiveness Committee ought to serve as the hub of the discussions for how to use this information to define, organize and institutionalize GRIT. Initially, the committee's effort focused on developing a new competency under ILO #1. However, over the course of a year-long discussion, the committee recognized the need for a new ILO that could help the College operationalize GRIT. The committee developed and the Academic Senate recommended the College adopt this ILO (#5). With its adoption, the College seeks to enhance student success by fostering among students a level of engagement in the school that enables and motivates the integration of acquired knowledge and skills beyond the classroom and College-based learning experiences. The concepts advanced by the ILO provide a framework for operationalizing GRIT, but not a prescription. To further clarify the principles informing GRIT, the College developed competencies to support this outcome. They include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, and c) self-efficacy/empowerment (belief in one's abilities to achieve a goal or an outcome). Departments and those working directly with students will determine how this framework will inform their work. In other words, it will put muscle on the skeletal definition of GRIT contained in ILO #5 through the specific plans, activities and approaches of educators throughout the College as they make GRIT their own.</p> <p>Principally, the GRIT initiative has been driven by the assumption that the values informing GRIT will find their way into the fabric of the College's culture and mission when key College planning committees incorporate GRIT into the fabric of their work. Now that the College has a working definition of GRIT in ILO #5, committees like the Academic Senate's Curriculum, Program Review, Professional Development, and Institutional Effectiveness can support its institutionalization by encouraging and facilitating departmental efforts to take on the project of the initiative. This project includes: 1) helping students identify their purpose, 2) helping students help themselves achieve success, and 3) helping students get and stay motivated. The effort to improve student success through focusing on these three efforts will be enhanced with the developed a new program tentatively called "College Coaching". The program is made up of student-identified volunteers who are trained to support students through the challenges of college. Also, the new Center for Teaching Excellence will contribute to the institutionalization of GRIT by providing support for related workshops, activities and speakers.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE

RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			<i>Responsible Area(s)</i>
<p>To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students’ acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students’ non-cognitive skills as one mechanism to inform this plan.</p>			<p>Academic Senate</p> <p>Counseling/Retention</p> <p>Institutional Research</p>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Key to the College’s effort to assess the GRIT initiative will be ILO #5, developed by the Institutional Effectiveness Committee and affirmed by the Academic Senate. The outcome, entitled “Authentic Engagement,” is designed to help assess whether the College is enhancing student success by fostering among students a level of engagement in the school that enables and motivates the integration of acquired knowledge and skills beyond the classroom and College-based learning experiences. The College believes the success of GRIT will be evidence, ultimately, by improvements in student success, retention, and completion.</p> <p>The concepts advanced by the ILO provide a framework for operationalizing GRIT. This framework includes the ILO and competencies the College developed to support this outcome. They include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, and c) self-efficacy/empowerment (belief in one’s abilities to achieve a goal or an outcome). As with the existing ILOs, faculty will develop SLOs to assess ILO #5 and map those SLOs to the competencies under the ILO. Departments and those working directly with students will determine how best to assess “authentic engagement” and whether their students meet the standard. As ILO #5 has been programmed into ISIS, these efforts can begin immediately. Additionally, once relevant SLOs have been developed and assessed, departments will use ILO #5 data in their program review self-evaluations and curriculum updates.</p> <p>In fall of 2012, the college conducted a pilot study assessing the relationship between student’s non-cognitive skills and student outcomes, including term GPA, course credit completion rate. An instrument developed by ETS and called SuccessNavigator was administered to students enrolled in COUNS 20 classes and measured students’ skills in four non-cognitive domains: academic skills, motivation/commitment, self-management, and social support. The study found that when controlling for the impact of gender, race/ethnicity, parental education, and academic ability, non-cognitive skills positively impacted GPA and credit success.</p> <p>Given the encouraging findings of the pilot study, SMC continued to use SuccessNavigator in spring 2013 in 13 sections of Couns 20. The Couns 20 faculty each received “SuccessNavigator class reports” that informed them of their students’ characteristics on 14 non-cognitive scales including: organization, meeting class expectation, commitment to college, institutional commitment, motivation, sensitivity to stress, text anxiety, academic self-efficacy, self-management, connectedness, barriers to success and social support. Upon receiving their class non-cognitive skills data, the Couns 20 faculty met as a group to discuss their results which ultimately served to tailor the course to best meet their students’ non-cognitive needs. SMC hopes to continue to use SuccessNavigator in Couns 20 and is currently discussing its usage.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			<i>Responsible Area(s)</i>
<p>To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p>			DPAC
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>An I³ Task Force, comprising members from faculty, classified staff, administration, and students, was formed and charged with developing a plan for organizing and institutionalizing the Institutional Imagination Initiative, articulated in Spring 2012. Recognizing that innovation occurs continuously and through many pathways at Santa Monica College, the task force focused primarily on venues and processes for increasing responsive engagement and facilitating continuous dialogue among the college community. The Task Force reviewed literature on innovative and effective practices and explored technology that could facilitate dialogue and the exchange of ideas to improve student achievement.</p> <p>Subsequently, in Fall 2012, the College was awarded a five-year Title V grant. At the heart of this \$3.2 million project is a new Center for Teaching Excellence which will provide a physical location, staffing, and support for the college community to explore effective practices for improving student achievement. As the workgroup tasked with implementing the new Center began its work it became obvious that the professional development component of the I³ strategic initiative should be incorporated into the Center structure. Moving forward, the Center for Teaching Excellence will serve as a catalyst for institutional dialogue and engagement around improving student achievement and will serve as a strong example of how the College is institutionalizing the I³ Initiative.</p> <p>Although the original charge of the I³ Task Force included preparing an initial list of potential innovative programs/projects to be reviewed and discussed by DPAC, the Task Force and DPAC leadership subsequently agreed that innovative initiatives at SMC tend to develop organically within department/discipline/program units rather than through a traditional committee process. Therefore, the next implementation phase of the I³ strategic initiative will involve having DPAC review the various innovative projects/programs that are currently in development across the college community and determine means of fostering institutional acknowledgment and support.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9		<i>Responsible Area(s)</i>	
To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.		Academic Senate Title V Grant STEM Grant	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>A Title V Hispanic Serving Institutions Program (HSI) Grant: “Foundations for Teaching and Career Success” was funded in October 2012 through the U.S. Department of Education. The intent of the grant is to support low income, Latino and traditionally underrepresented students as they pursue their academic and career goals. Activities of the grant include establishing a Center which will provide ongoing professional development activities. In the grant the space to be utilized for the education of faculty was titled “The Teaching and Learning Center.” After surveying faculty and eliciting their input, the name was changed to “The Center for Excellence in Teaching.”</p> <p><u>Faculty Leadership Team and Steering Committee</u> In December 2012, members of the Faculty Leadership team, and the Steering Committee were selected. These groups have met several times during the Spring 2013 semester.</p> <p>The role of the Faculty Leaders is to help to contextualize the foundation skills needed by students in Career Technical Education programs through interdisciplinary collaboration, staff development, and oversight of faculty activities. The faculty leaders are representative of a broad range of disciplines across campus.</p> <p>The Steering Committee is a resource committee that has been providing input regarding grant activities and institutionalization.</p> <p><u>Planning Efforts and Future Activities</u></p> <p>During the first year of the grant the focus was planning for the Faculty Summer Institute (FSI) and activities that will occur during year two. The Faculty Summer Institute which will be held this summer from July 29th to August 28th. The leadership team developed the plan for each day including speakers from a variety of educational disciplines with expertise in the fields of teaching, brain research, and the utilization of cutting edge strategies and methodologies in the classroom.</p> <p><u>The Center Location and Space</u></p> <p>In March 2013 a subcommittee was formed to discuss the physical space and plan for its utilization. A collaborative, high tech, multi-use teaching space has been designed for faculty use in the new Media Center Building and scheduled for completion in December 2014.</p>			

The Center 2013-14 Plan

During the Spring and Summer terms, the leadership team developed a 2013-14 implementation plan. The plan incorporated feedback from faculty across disciplines collected during the Spring Institutional Flex Day, Academic Senate faculty focus groups, Institutional data, and the Spring 13 TLC faculty survey. In the plan, Faculty Summer Institute participants and Faculty leaders will have a Fall Opening day and Spring Institutional Flex day roundtable discussion. During the Fall and Spring terms, 4 to 5 speakers will be brought in each term to kick off each of the themes/strands for the year. The strands include the following: student motivation and engagement, neuroscience, cultural competency, excellence in teaching and curricular design/redesign. After the speakers kick off a theme or strand, a series of roundtable discussions and workshops will explore elements of each of the themes/strands. Throughout the year the Center for Teaching Excellence (The Center) will also offer one-on-one assistance on a range of topics including each of the themes/strands. Lastly, the Center will have departmental trainings for 8-10 departments for the year.



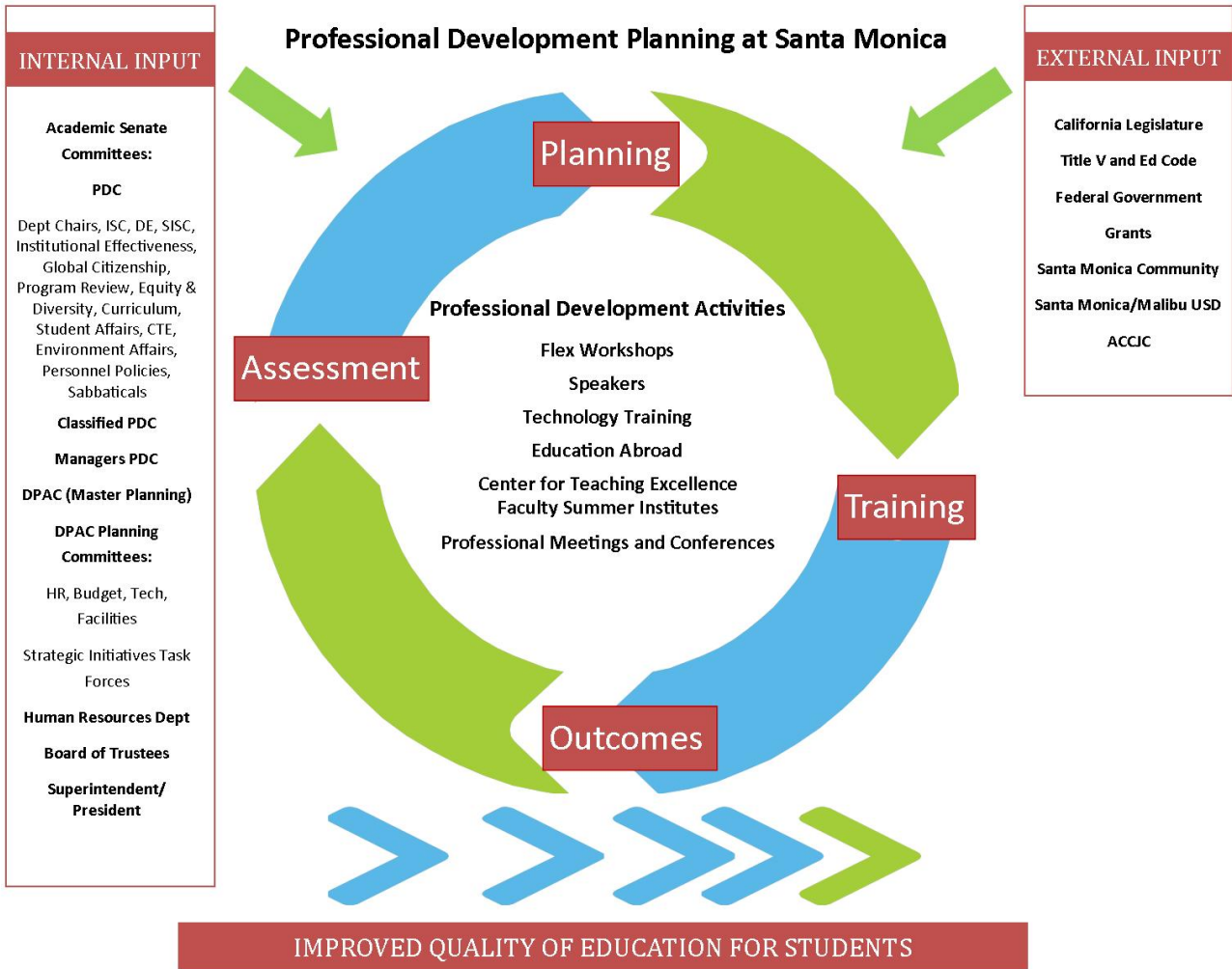
Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10			<i>Responsible Area(s)</i>
<p>To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p>			<p>Business/Administration</p> <p>DPAC</p> <ul style="list-style-type: none"> • Budget Planning Subcommittee
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RESPONSE			
<p>The operating deficit was reduced by \$2 million (\$6.8m to \$4.8m) and the District is projected to end with a 7.2% general fund balance of \$10.2 million. The District continued its cost reduction strategies for 2012-13 even though Proposition 30 was approved by the voters in November. The main sources of savings were realized from reductions in contract and salary expenditures. The District also experienced increased revenues from its contract education program for international students.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11			Responsible Area(s)
<p>To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>			<p>Academic Senate:</p> <ul style="list-style-type: none"> • Professional Development Committee <p>Classified Professional Development Committee</p> <p>SMC Police Officers Association</p> <p>Management Association</p> <p>Human Resources</p>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2012-2013 academic year, representatives from faculty, classified staff, and management met to plan professional development activities and devise a system for collaborating on a College-wide professional development plan. This committee included VP of Student Affairs, Dean of Enrollment Services, Academic Senate President, chairs of the Academic Senate and Classified Professional Development Committees. Planning for professional development is tied directly to the master planning process and includes activities organized to address institutional learning outcomes, strategic initiatives, yearly objectives in the master plan, in addition to mandated compliance training facilitation and coordination and timely matters (e.g., 1440 degrees, the Student Success Act, emergency response training, supervisory training, etc). The activities (FLEX workshops, summer institute, technology training, classified training, management support workshops, etc) are assessed through surveys, and the feedback informs future planning. In addition, professional development activities offered during the Fall and Spring FLEX Days are mapped to college initiatives (e.g., global citizenship, sustainability, CTE, GRIT). Each professional development group (faculty, classified, management) works independently to develop professional development activities, and representatives of the groups meet each semester to coordinate efforts. The following underlying principles guide College-wide professional development planning:</p> <ul style="list-style-type: none"> • Prioritizing professional development based on needs identified through master-planning processes, identification of concerns from senate committees (e.g., Department Chairs, Program Review, Institutional Effectiveness, Student Success, Student Instructional Support, Distance Ed, CTE, etc) • Collaboration on College-wide FLEX days in fall and spring. • Continual assessment through surveys to inform planning process. • Coordination with Human Resources Office. <p>*See diagram attached</p>			



Santa Monica College
Program Review Planning Summary
Spring and Fall 2012

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning. Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback to programs, and discussing how this information fits into broader institutional goals to help inform planning at the college.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, in 2011-12, seven overarching recommendations made in the Program Review Planning Summary were incorporated into four objectives in the *Master Plan for Education*; in 2012-13 five recommendations became objectives. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often assigned to an appropriate committee or implementation group to be addressed.

Program Review will move to an on-line process in Fall 2013, adding shorter annual reports to the current six-year rotation for comprehensive program review. Moving to an on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning. To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science

Vice Chair: Katharine Muller, Administrator, Academic Affairs

Jamey Anderson, Faculty, Physical Sciences (Fall 2012)

Sara Brewer, Faculty, Communications (Spring 2012)

Sonali Bridges, Administrator, Outreach (Spring 2012)

Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures

Sharon Jaffe, Faculty, ESL

William Lancaster, Faculty, Design Technology

Hannah Lawler*, Administrator, Institutional Research (Fall 2012)

Randal, Lawson, Administrator, Executive Vice President

Erica LeBlanc*, Administrator, Academic Affairs

Fran Manion, Faculty, Math

Sehat Nauli, Faculty, Physical Science

Mary-Jane Weil, Faculty DSPS

Daniel Berumen, Institutional Research (committee resource)

Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)

*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2012

The following programs submitted a full program review report, all of which were accepted by the committee:

- Art
- Design Technology
- Facilities and Facilities Planning
- Facilities Programming
- Food Services & Vending
- Health Science
- Latino Center and Adelante
- Madison Project
- Office of Student Judicial Affairs & Ombuds
- Photo/Fashion

CTE Programs 2 Year Review

Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2012:

- Business & Accounting
- Early Childhood/Education

2012 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2012 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Ensure new facilities uniting all Art areas in the same location are included in the next bond measure. (Art)
2. Develop methods for effectively implementing tutor tracking and reporting. (Business & Accounting; applicable to other programs). *Note: this is being implemented.*
3. Create databases for long term tracking of the ongoing educational pursuits and employment of students. (Business & Accounting; applicable to other CTE programs)

4. Form a Digital Learning Studio user's group to help faculty exchange best practices and pedagogical information for enhancing the use of the classroom-based technology and to develop research methods for determining the effect of DLS technology on student learning and success. (Business & Accounting; applicable to other programs)
5. Include technology maintenance for CTE programs like Design Technology in the annual Technology Plan. (Design Technology)
6. Consider aggregating similar CTE programs into a single marketing strategy. (Design Technology)
7. Investigate methods for providing students access to mobile technology loaded with program applications for reasonable purchase or lease. (Design Technology)
8. Assist the program in addressing current confusing, non-sequential course numbering and the lack of numbers for new courses. (Design Technology)
9. Provide assistance to Facilities Planning and Facilities Management to coordinate and maximize warranty and training contracts when new buildings come on line. (Facilities Planning & Facilities Management)
10. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line. (Facilities Management)
11. As construction projects are completed and existing space is vacated consider the value of re-allocating some locations for revenue generating functions. (Food & Vending Services)
12. Build sufficient maintenance of equipment, technology and facilities into the district budget. (Health Sciences)
13. Explore options for increasing parking at or close to the Performing Arts Center (PAC). (Facilities Programming, Madison Project)
14. Develop a succession plan for the Ombuds office (Ombuds).
15. Provide professional development support to Student Judicial Affairs, especially in areas that might help reduce the level of reliance on legal counsel. (Student Judicial Affairs)
16. Investigate options for providing sufficient support to ensure referrals to Student Judicial Affairs are addressed in a timely fashion. (Student Judicial Affairs)
17. Review institutional standards for media projection and determine if they can be adjusted to address Photography instructional needs for better image quality. (Photo)

Recommendations of the Committee Based on Overarching Trends Observed

Every year issues of concern to more than one program emerge through reports submitted or committee discussion. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have been previously identified by the committee as overarching issues and continue to be expressed as significant concerns to at least one program.

Institutional Effectiveness

The College has made assessing institutional effectiveness a priority. Examples of this commitment include creation of the Academic Senate Joint Institutional Effectiveness Committee, development of an Institutional Dashboard, the in-depth process by which *Master Plan for Education* (MPE) annual objectives are developed and assessed, and the integration of various committee reports such as this one into the MPE planning process. From the District Planning and Advisory Council (DPAC) to the Board of Trustees, each body not only contributes to institutional planning, but also annually sets priorities, reviews objectives, assesses outcomes, and makes recommendations. However, the perspective applied and reporting structure employed by various planning and recommending documents can be inconsistent, which on occasion has led to documentation that does not always align. A method for ensuring that reports use consistent documentation templates should be developed. As a start, the committee suggests a collaboration between the Academic Senate Joint Program Review and Institutional Effectiveness Committees to establish a template with respect to documenting outcomes assessment that could then serve as a model for consistency.

The committee notes that all programs are engaged in outcomes assessment, although some programs are further along with fully documenting how assessment results are informing program planning and changes. The efforts of the Institutional Effectiveness Committee to help administrative units write and measure Unit Outcomes, instead of Student Learning Outcomes, made the outcomes assessment more relevant and improved integration of assessment results into program planning. The Office of Institutional Research has offered multiple workshops and training opportunities for programs on such topics as interpreting data, designing surveys, and improving assessment. Reports from programs taking advantage of this support reflect an increased understanding of effective use of data and integration of the results into program planning efforts.

1. Develop a template for consistent reporting of outcomes assessment among processes and reports.
2. Identify a process or body to serve as a resource for ensuring more consistent alignment of data interpretation among institutional and program reports.

Technology

Establishing priorities and funding for technology maintenance and support is an ongoing and increasing concern for programs. Especially in tight budget times such as the college has recently experienced, the ability to maintain both equipment and licensing of software is a challenge, let alone adopting newer technologies to keep current with industry standards. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, keeping up technologically is critical to maintaining our reputation for innovation and remaining a premier destination for students. Technology is a powerful tool in the arsenal of innovation and possibility, areas in which the college excels.

Technology infrastructure requires greater and greater capacity, upgrading, and support. Almost every process and system at the college is driven by technology – which works as well as it does because of the support staff working behind the scenes. In addition to sufficient staff, training is another facet of concern regarding technology. There is a clear desire for ongoing training for users and technology support staff.

In the past year significant efforts have been made to increase the number of classrooms with access to teaching technology. Eventually, every classroom will have some level of technology, which will all need to be added to ongoing technology maintenance and replacement plans. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues.

Web, Facebook, and other social media presence have become the norm. Programs regularly express a desire to maintain such a presence but are able to do so only if someone in the program volunteers to maintain the content and connections. Some programs do not have resident expertise and need support to implement or maintain a presence. Given the impact of web and social media presence, for programs as well as the institution, strategies for consistently supporting maintenance of program-focused social media should be explored and expanded. The position of Web Content & Digital Marketing Facilitator has recently been created and while this person has done an excellent job with college websites, it is not possible for this role to assume responsibility for updating and maintaining the myriad program social media sites.

3. **Ensure an appropriate level of technology, equipment and facilities maintenance and support is included in the district budgeting process every year.
4. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
5. Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
6. **Identify the best strategies for assisting programs to maintain a web and social media presence.

Curriculum

As technology applications become more accessible and relevant to a wider variety of programs the committee notes that multiple instructional programs are teaching the same tools, although often from a different perspective or emphasis. Establishing a common terminology to be used in course descriptions would help students identify the appropriate course to take when similar courses are offered by multiple disciplines. Students need sufficient information to make appropriate choices, so clarifying why a course teaching a specific software application in one discipline may not be appropriate to meet a requirement in another discipline – especially when the appropriate courses are not available – is important. This will become particularly relevant when credit limits are implemented through the recently approved Title 5 enrollment priorities regulations..

Another issue related to curriculum which affects several programs is course numbering. With a two-digit course numbering system some programs are running out of course numbers altogether, while others have course sequences that are illogical. Long term, despite the many system challenges (both SMC and state) inherent in moving to a three- or four-digit numbering system, exploring alternative course numbering taxonomies will be necessary.

7. **Develop a plan for communicating the differences in courses that teach the same software applications.
8. **Explore course numbering options that would allow for a greater and more logical numbering structure.

Support Services

For a long time the College has provided an exceptional level of support services that far exceeds what is provided at other institutions. This is true for both student and instructional support services. Prime examples of instructional support programs and activities include numerous tutoring labs, Supplemental Instruction, and an excellent library. In terms of student support, the College offers a plethora of programs that range from broadly focused services targeting all students such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups of students such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service of almost all student support programs, with additional support services varying from program to program.

Each of these functions/programs has proven value and was developed for different reasons. Over time, reviews of resource allocation to maximize impact have been hampered by facilities constraints that have dictated scattering programs and services in numerous locations, concern that support for targeted groups would be diminished and influence over service content would be reduced. Long range, facilities planning and resource allocation for all student and instructional support services should be designed to be as flexible as possible to enable the institution to respond easily to changing needs and student demographics, research and institutional experience with best practices, and externally imposed mandates.

There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

Some student support programs indicate they are serving greater numbers of students not in the target population. Inconsistencies in operating processes and schedules between programs may also be encouraging students to seek help wherever convenient. Reviewing program guidelines and scheduling, and implementing consistent practices where appropriate, could enhance the ability of programs to better serve targeted populations.

It may be timely to explore what is more important to students: accessing targeted services or expanding the availability of the most popular services. As the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

This is especially pertinent as the committee notes that in addition to student service programs indicating a need for additional counselors, many instructional programs have voiced a desire for dedicated counseling support. Traditionally, the primary means for obtaining such support has been through grants, which sets up expectations for continuing dedicated support when grant funds end. Establishing criteria for how and when dedicated support is allocated, or whether that is even the best approach is an item worthy of discussion in the context of long range institutional planning.

9. **Review the operational and scheduling guidelines for student support services to ensure a level of consistency that encourages students to use the appropriate service.
10. Ensure the annual institutional research plan includes assessment of best practices for student and instructional support.
11. Ensure facilities planning and resource allocation for student and instructional support services includes built in flexibility to allow for nimble responses to future changes.
12. Encourage discussion of best practices for delivering student and instructional support that maximizes resource allocation, aligns with emerging research, expands access while addressing new mandates, and encourages flexibility.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

A concern that surfaces for some programs and areas relates to issues of total cost and to non-discretionary costs. For example, it is the practice of the College to seek the best possible price for an item or contract. However, if ancillary costs associated with staff time, additional support or infrastructure needed, compatibility with existing systems etc. are not factored into decision-making hidden costs may far exceed the apparent cost. Unintended consequences can disproportionately affect some areas. As an example, while some contracts for services may be discretionary, others such as infrastructure maintenance and licensing are not. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that would improve budgeting and expenditure processes.

13. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
14. **Ensure an appropriate level of technology, equipment, and facilities maintenance and support is included in the district budgeting process every year.
15. Investigate methods for assessing total cost of ownership.
16. Inventory ongoing contracts that are critical to maintain and budget.

Other

The College does an excellent job of promoting the institution as a whole. However, the committee notes that the desire for targeted marketing is often expressed by programs undergoing review. Recommendation #7 under Curriculum is related to this issue in that targeted marketing could be one venue for clarifying the focus of courses teaching the same software application. The committee recognizes that in tight budget times marketing for seats that aren't available isn't practical. However, as the college begins to grow again the timing may be right to revisit these recommendations.

17. **Develop a plan to market CTE programs, including helping programs update and enhance their social media presence.
18. **Develop marketing pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of course taken for professional development and retraining are not captured to the degree that is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs.

19. Explore methods for capturing more accurate information on the reasons students enroll.

The College has an excellent history of receiving grants, including many significant awards spanning multiple years. All grants require administrative support, especially, but not exclusively, from Fiscal Services and Institutional Research. Depending upon the amount of the award and/or grant restrictions, it may not be practical to include some level of funding to support of these services. However, wherever feasible applicants should expect a portion of grant funding to be allocated for these administrative support services.

20. Develop parameters for allocating a portion of grant funds to support functions such as fiscal and research support required for full administration of grants.

Through implementation of the Any Line Any Time program, the College has significantly reduced the number of cars on campus and the attendant parking problems. Decreased enrollment since the highs of 2007-08 has also contributed to the reduction. However, it appears that the pendulum is moving slowly back to a moderated growth cycle. Several major construction projects will be starting in the near future and some will have at least temporary impacts on parking. The site experiencing the worst parking problems is the Performing Arts Center (PAC). This site has limited parking, and supports both academic and performance programs. There are often times when both are at or near capacity. Alternative off-site parking is contracted when a paid event is taking place at The Broad, but funds to do so are not available when District programs or events are impacted. Parking is an issue mentioned by every program at the site. Without a consistent parking solution the PAC east wing construction project cannot move forward, as the added space would further impact site parking.

21. Explore all possible options for increasing parking capacity at the Performing Arts Center (PAC) site.

Although the following items did not emerge as specific concerns from any program reviewed in 2012, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

22. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
23. **Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Many old records are inaccessible and/or inappropriately stored. Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
24. **Explore strategies for encouraging and training future leadership at all levels of the institution.
25. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
26. **Revisit the idea of college credit cards (for selected staff and functions) to improve efficiency and timeliness as not everything can be effectively accomplished within current processes (ex: on-line purchases).

Activities

In addition to reviewing the self-studies for the listed programs, the committee finalized the on-line program review process, expected to be implemented for Fall 2013. During Spring and Fall 2012 a paper version of the on-line process was used by most programs, providing valuable feedback for final revisions.

The committee also provided orientation for programs scheduled to undergo review in 2012-13, met with the Institutional Effectiveness Committee and Institutional Research, and provided regular reports to DPAC.

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES, 2013-2014
Our Commitment to Access, Quality, Innovation, Equity and Sustainability

Educational Advancement and Quality

1. Support a culture of evidence to monitor and improve institutional effectiveness and student progress.
2. Institutionalize initiatives that are effective in improving student success, with an emphasis on improving basic skills mastery in mathematics and English, and strengthening students' non-cognitive skills (GRIT), to achieve more equitable outcomes.
3. Strengthen and promote workforce/career technical programs and pathways.
4. Increase the number of full-time faculty members.
5. Promote professional development activities for all classified and academic staff, including adjunct faculty.

Fiscal Health and Internal Operations

6. Ensure the financial health of the College through revenue-generation and cost control.
7. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
8. Maintain a reserve sufficient to protect against unforeseen circumstances.
9. Implement a plan to safeguard post-retirement employee benefits.
10. Pursue and obtain appropriate external funding.
11. Implement improved safety and emergency preparedness systems and procedures for the entire college.

Community and Government Relationships (Local/State/National)

12. Foster community and government relationships and partnerships in fulfillment of SMC's vision and mission.
13. Develop a plan to ensure the continued success of Emeritus College.
14. Participate in the Cradle to Career Initiative and strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

15. Work with partner agencies to build infrastructure that supports safe, convenient pedestrian, bicycle and bus connections between the 17th Street/SMC expo station and campuses.
16. Maintain progress on all SMC facilities construction and transportation projects.

Adopted by Board of Trustees: 8/6/2013

Santa Monica College
2013-2014 ACADEMIC SENATE OBJECTIVES

(with correlations to Institutional Objectives)

The Academic Senate develops its objectives in an attempt to allow for nimble responses to future changes. The focus of this year's objectives will be:

1. Develop a mechanism to give feedback to the Professional Development Committee to inform ongoing professional development activities.
2. Implement the annual program review process. (IO #1)
3. Identify and support current creative projects and innovations in progress under the I³ initiative and develop methods of their dissemination. (IO #5, IO #9)
4. Develop tools to assess students' level of educational engagement and use assessment data to examine the relationship between engagement, retention, perseverance, and success. (IO # 6)
5. Assist in the development and implementation of plans to improve the College's safety and emergency preparedness systems and procedures. (IO #7)
6. In collaboration with DPAC Technology Planning, adopt a technology plan that guides the district in meeting its technology needs for instruction. (IO # 2)
7. Explore the possible reconfiguration of the membership of the Curriculum Committee to best reflect the current college structure.
8. Review and update Academic Senate bylaws

Santa Monica Community College District
 Seven-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

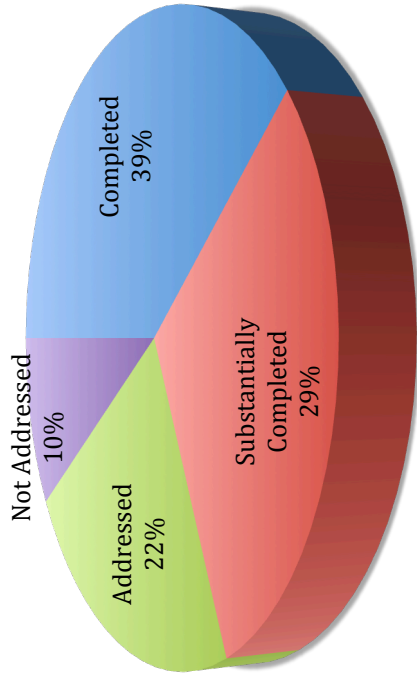
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>								
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing?"						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓				
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓			
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓			
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓				
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓		
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓				
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓		
15. To develop and implement an improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.							✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.							✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
17. To develop and implement a more extensive orientation process for newly hired classified employees.								✓
18. To complete review of health benefit options (including those for retirees) by the Health Benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓			
19. To facilitate District implementation of the Hay Classification Study.							✓	
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓	
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.								✓
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.								✓
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet-accessible storage location.					✓			
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.						✓		
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓		✓			
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through-put.						✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.							✓	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.							✓	
29. To complete the online work order system.						✓		
30. To develop campus directional signage on all campuses to facilitate navigation of facilities by students staff and visitors.							✓	
31. To replace existing energy management systems (generators) and heating systems (boilers) to address new AQMD requirements.			✓		✓			
TOTALS								
31 Institutional Objectives								
	2	0	2	1	12	9	7	3

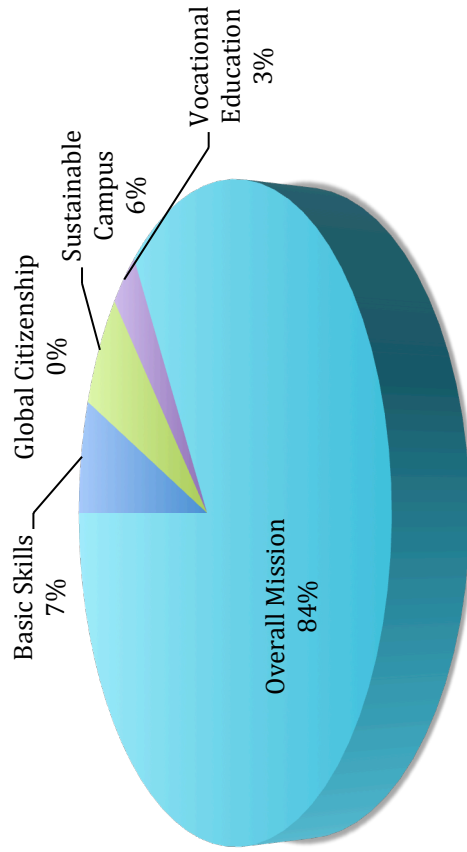
Institutional Objectives, 2006-2007 Level of Completion



31 Institutional Objectives

- 12 Completed
- 9 Substantially Completed
- 7 Addressed
- 3 Not Addressed

Institutional Objectives, 2006-2007 Related to Overall Mission and Strategic Initiatives*



31 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 2 Sustainable Campus
- 1 Vocational Education
- 26 Overall SMCCD Mission

**The Strategic Initiatives had not yet been determined*

Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2007-2008								
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		

INSTITUTIONAL OBJECTIVES

2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.					✓			
20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓	✓		✓			

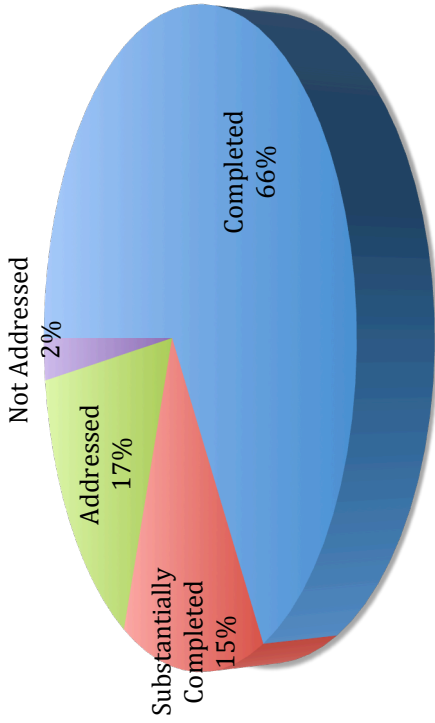
INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.						✓		
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies							✓	
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS 41 Institutional Objectives	6	1	5	3	27	6	7	1

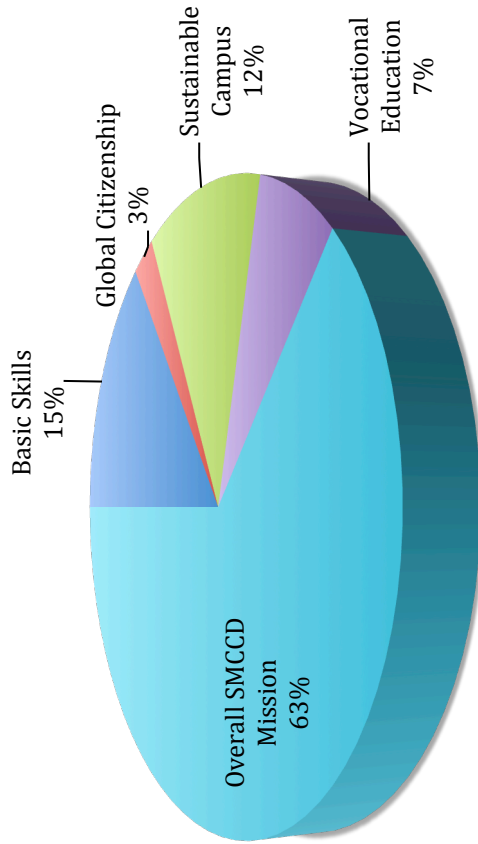
Institutional Objectives, 2007-2008 Level of Completion



41 Institutional Objectives

- 27 Completed
- 6 Substantially Completed
- 7 Addressed
- 1 Not Addressed

Institutional Objectives, 2007-2008 Related to Overall Mission and Strategic Initiatives



41 Institutional Objectives

- 6 Basic Skills
- 1 Global Citizenship
- 5 Sustainable Campus
- 3 Vocational Education
- 26 Overall SMCCCD Mission

Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2008-2009</p>								
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓			
2. To make progress toward filling vacant classified positions.					✓			
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓	
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓	
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or “area of emphasis” of at least 18 units.					✓			
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓			
7. To expand staff development and training opportunities for Distance Education faculty.					✓			
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (✓	✓			
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓		✓		
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓		✓		
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓	✓			
18. To implement a pilot program of providing library instructional services to students at satellite sites.					✓			
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.						✓		
20. To institutionalize Early Alert training as part of new faculty orientation.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	

INSTITUTIONAL OBJECTIVES

2008-2009

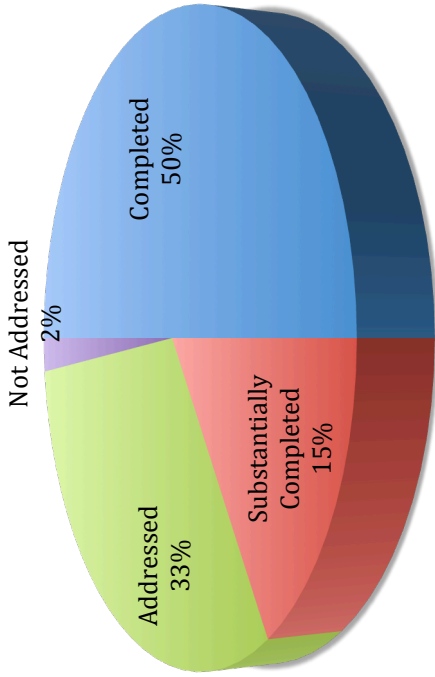
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓		
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓			
33. To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.								✓
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓	
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓	
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓	
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓			✓		
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓			✓		
39. To hire permanent classified staff to support sustainability initiatives.			✓			✓		
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓			✓		
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓			✓		

INSTITUTIONAL OBJECTIVES

2008-2009

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

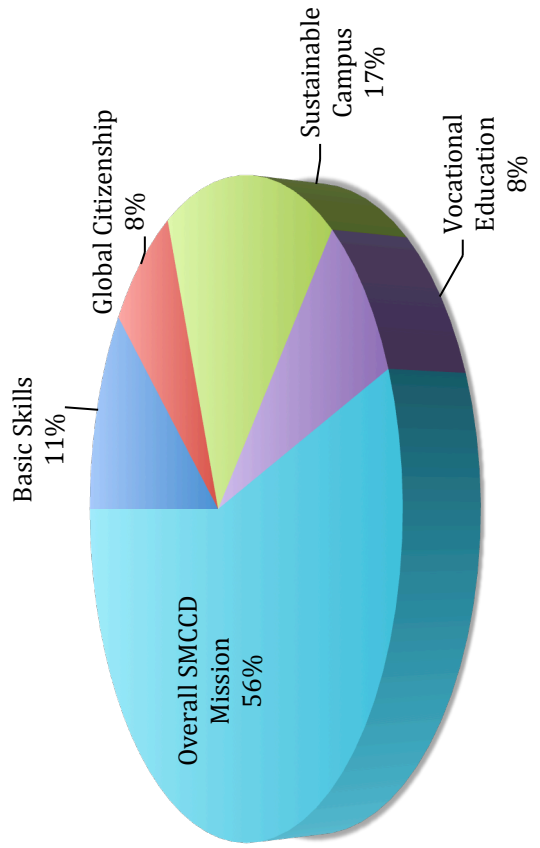
Institutional Objectives, 2008-2009 Level of Completion



52 Institutional Objectives

- 26 Completed
- 8 Substantially Completed
- 17 Addressed
- 1 Not Addressed

Institutional Objectives, 2008-2009 Related to Overall Mission and Strategic Initiatives



52 Institutional Objectives

- 6 Basic Skills
- 4 Global Citizenship
- 9 Sustainable Campus
- 4 Vocational Education
- 29 Overall SMCCCD Mission

Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

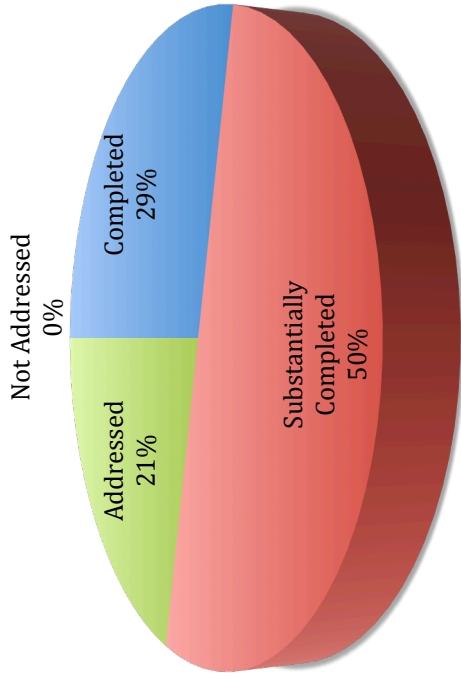
Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a college-wide plan for the funding, implementation and maintenance of Career Technical programs.				✓	✓			
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		

INSTITUTIONAL OBJECTIVES

2009-2010

INSTITUTIONAL OBJECTIVES 2009-2010	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
7. Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKS, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions c. Possible integration of services, and d. Review of services provided and strategic support by the general fund and other funding sources.						✓		
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
9. Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓			✓		
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS	1	1	1	1	4	7	3	0
14 Institutional Objectives								

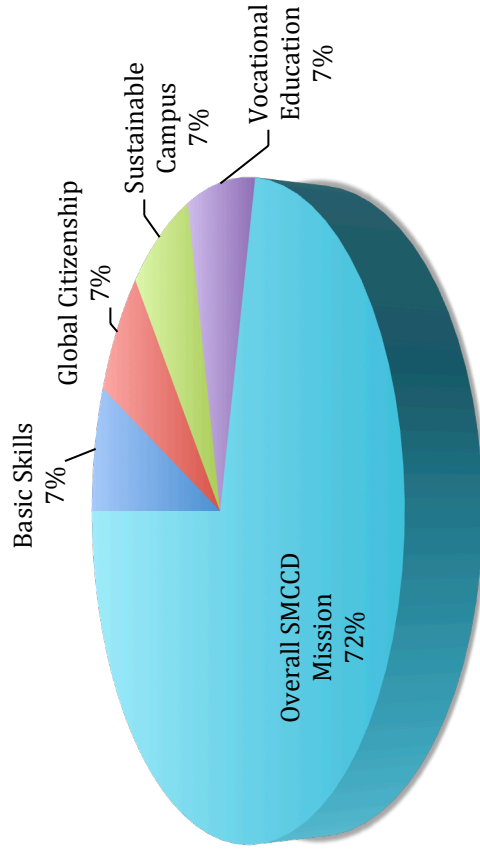
Institutional Objectives, 2009-2010 Level of Completion



14 Institutional Objectives

- 4 Completed
- 7 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2009-2010 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 1 Basic Skills
- 1 Global Citizenship
- 1 Sustainable Campus
- 1 Vocational Education
- 10 Overall SMCCD Mission

Santa Monica Community College District

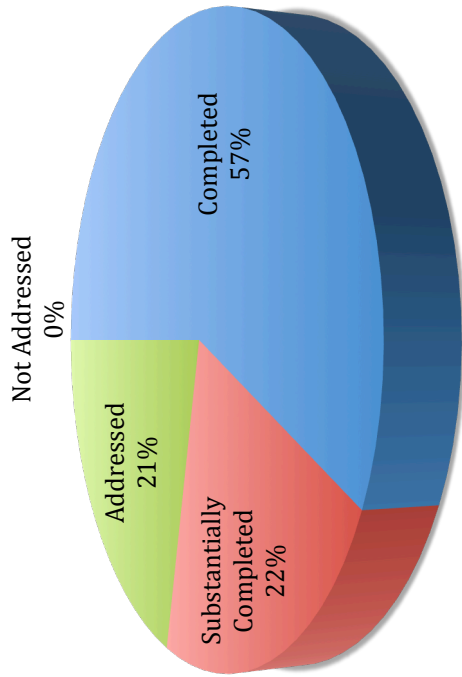
Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2010-2011</p>								
1. Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.							✓	
2. Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.						✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.	✓							✓

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2010-2011									
9. Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.					✓				
10. Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓				
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>	✓				✓				
12. Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. <i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i>							✓		
13. Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>			✓		✓				

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2010-2011</p> <p>14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>					✓			
TOTALS	2	0	3	1	8	3	3	0
14 Institutional Objectives								

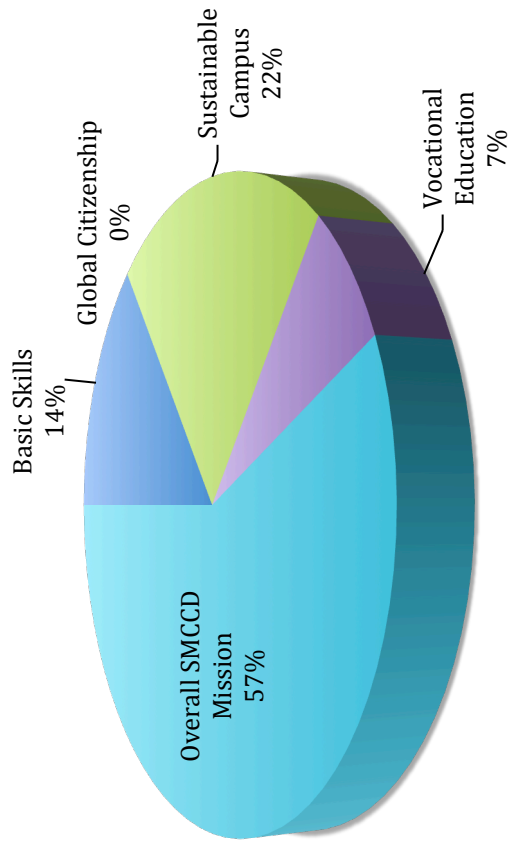
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2010-2011 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

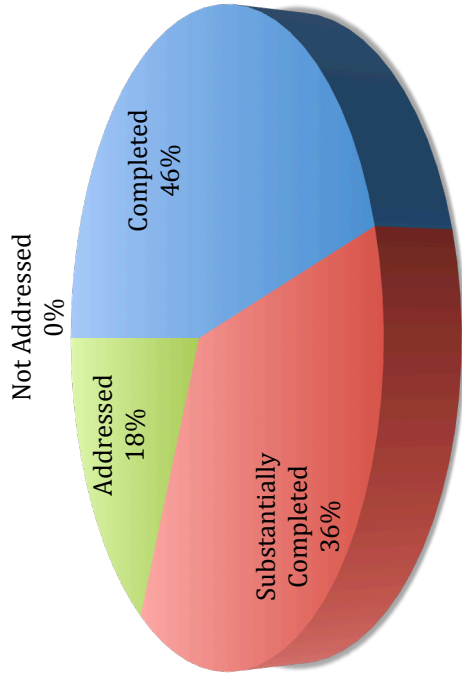
- 2 Basic Skills
- 0 Global Citizenship
- 3 Sustainable Campus
- 1 Vocational Education
- 8 Overall SMCCD Mission

Santa Monica Community College District
 Seven-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

INSTITUTIONAL OBJECTIVES 2011-2012	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓						✓				
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		✓					✓				
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..							✓				
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.							✓				
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.										✓	
TOTALS 11 Institutional Objectives	2	1	2	0	5	4	2	0	2	0	

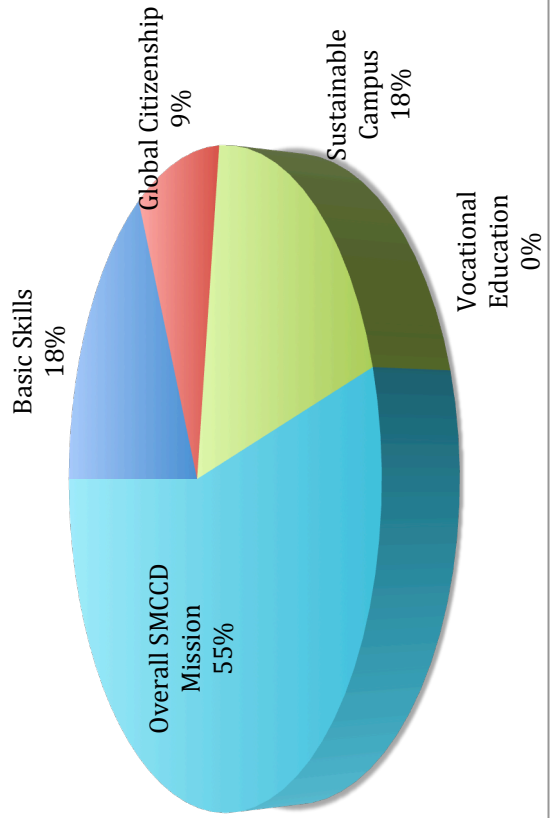
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

- 5 Completed
- 4 Substantially Completed
- 2 Addressed
- 0 Not Addressed

Institutional Objectives, 2011-2012 Related to Overall Mission and Strategic Initiatives



11 Institutional Objectives

- 2 Basic Skills
- 1 Global Citizenship
- 2 Sustainable Campus
- 0 Vocational Education
- 6 Overall SMCCD Mission

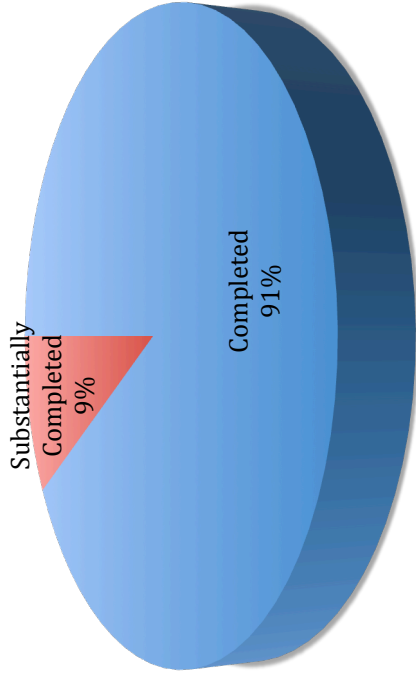
Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2012-2013</p> <p>1. To identify and implement strategies to assist programs in maintaining a web and social media presence.</p> <p>2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.</p> <p>3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.</p> <p>4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.</p> <p>5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.</p> <p>6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.</p>	✓		✓			✓	✓	✓	✓		

Strategic Initiatives	College Priorities					Completion Status							
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed				
<p style="text-align: center;">INSTITUTIONAL OBJECTIVES 2012-2013</p> <p>7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.</p> <p>8. To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p> <p>9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p> <p>10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p> <p>11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>	GRIT					✓							
	Institutional Imagination (I ³)	✓											
						✓							
						✓							
						✓							
						✓							
TOTALS						3	4	2	0	0	1	0	0
11 Institutional Objectives													

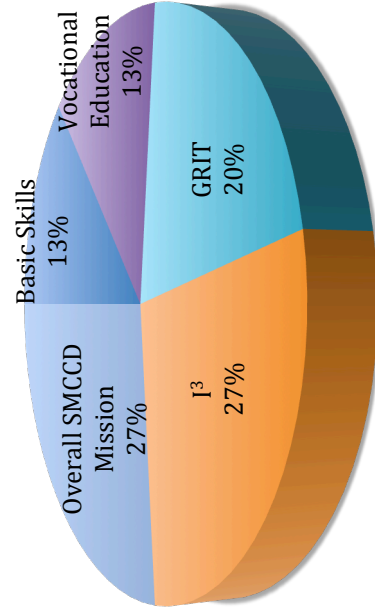
Institutional Objectives, 2012-2013 Level of Completion



11 Institutional Objectives

10 Completed
 1 Substantially Completed
 0 Addressed
 0 Not Addressed

Institutional Objectives, 2012-2013 Related to Overall Mission, District Priorities and Strategic Initiatives

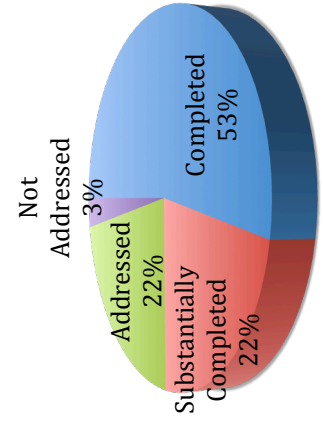


11 Institutional Objectives

4 Institutional Imagination (I³)
 3 GRIT
 2 Basic Skills
 2 Vocational Education
 0 Global Citizenship
 0 Sustainable Campus
 4 Overall SMCCCD Mission

Santa Monica Community College District

Strategic Initiatives	Overall SMCCD Mission	College Priorities				Completion Status			
		Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 – 2012-2013		2	0	2	1	12	9	7	3
	GRT	6	1	5	3	27	6	7	1
	Institutional Imagination	6	4	9	4	26	8	17	1
		10	1	1	1	4	7	3	0
		8	2	3	1	8	3	3	0
		6	2	2	0	5	4	2	0
		4	2	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
		3	4	0	2	10	1	0	0
2006-2007 TOTALS	109	21	7	22	12	92	38	39	5



Presentations/Reports/Actions at Board of Trustees Meetings
2007-2008 – 2012-2013

STRATEGIC INITIATIVES

GRIT (Growth, Resilience, Integrity and Tenacity)
I³ (Institutional Imagination Initiative)

CONTINUED COLLEGE PRIORITIES

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Career Technical Education

Date of Board Meeting	Major Presentation/Report/Action
May 7, 2013	Superintendent's Report: SMC Named Winner of Annual Energy and Sustainability Award*
March 5, 2013	Update: GRIT*
January 15, 2013	Report: Global Citizenship Initiative*
October 2, 2012	Report: Workforce and Economic Development*
September 6, 2012	Action: Energy Service Contract*
June 5, 2012	Report: Campus Sustainability
June 5, 2012	Report: Basic Skills
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education
September 6, 2011	Report: Global Citizenship Initiative
June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the "30/10 Plan" for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability**
April 14, 2008	Report: Global Citizenship** Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative**
October 8, 2007	Report: Global Citizenship**
August 13, 2007	Report: Transportation Initiative** Report: Sustainable Campus

* 2012-2013 Reports/Action are included (see following)

**No written report distributed

IV. SUPERINTENDENT'S REPORT

- Updates
 - SMC Named Winner of Annual Energy and Sustainability Award: The California Community Colleges Board of Governors selected Victor Valley College District, Santa Monica College and West Valley College as its three winners of the annual Energy and Sustainability Awards competition. The SMC Energy Project was approved by the Board of Trustees in 2012 and included three main projects: replacing nine old, inefficient boilers; replacing 11,000 light fixtures and a comprehensive renovation of the Center for Environmental and Urban Studies.

Superintendent/President Tsang thanked the Board of Trustees for approving the project and recognized SMC staff responsible for planning, implementing and completing this project – Genevieve Bertone, Greg Brown, Jeff Gehring, Bruce Wyban and Charlie Yen. They are to be commended for their hard work and commitment to this project.

- SMC Wins Statewide Awards from the Community College Public Relations Organization
 - First place: Online newsletter (Info@SMC) for seventh year
 - First place: Outreach New Student Website
 - Second Place: Outreach View Book/Student Recruitment BookCongratulations were extended to Marketing, Enrollment Development, Admissions and Outreach staff who worked hard on these winning projects.

MAJOR ITEMS OF BUSINESS**INFORMATION ITEM 5****SUBJECT:** **UPDATE ON STRATEGIC INITIATIVE – GRIT (Growth/Resilience/Integrity/Tenacity)****SUBMITTED BY:** Executive Vice-President**SUMMARY:**

The [GRIT](#) (Growth, Resilience, Integrity, Tenacity) Initiative was developed during the College's 2011-2012 Strategic Planning process, and launched on the Fall 2012 Opening Day. A case for GRIT can be found [here](#). Its goal for 2012-2013 is to develop a plan to infuse GRIT into the work of the College and a plan to assess the impact of the initiative.

The GRIT Initiative facilitates student achievement. By fostering students' perseverance, sense of purpose, connection and engagement, the GRIT Initiative enhances a student's capacity to flourish academically and personally. The initiative focuses students on their non-cognitive skills like help-seeking, their metacognitive skills like the ability to think about their own thinking, and their sense of place and purpose. The initiative recognizes and develops students' strengths and competencies rather than their deficits.

Currently, the initiative has been organized into two strands: 1) resiliency and 2) purpose.

Resiliency

We seek to foster resiliency among our students as a way to enhance their completion of courses, programs and degrees. This strand will be supported by two efforts: a) Coaching Corps and b) valuing process over product. The first would be a new program at SMC. The latter would involve alterations to some of our existing college processes.

Coaching Corps is a program currently being piloted at Cerritos College. The program is made up of student-identified volunteers who are trained to support students through the challenges of college. Cerritos created a manual that serves to train and guide coaches in how best to help students, providing an overview of the college experience, ways to help keep students motivated, techniques for helping students over key hurdles, and some useful activities coaches can use. For some of us, our parents or a sibling may have served in this role. However, many of our students may not have anyone in their lives who would know how to do this. This highly scalable program will provide that training. We are seeking to develop and adapt the [attached manual](#) for use at Santa Monica College.

Currently educational research indicates that rewarding students for their efforts (process), not just their grades (products) will enhance their capacities to achieve their goals. For instance, if students are assured that, even very late into the semester, they can still get an A or a B if they keep doing the work and applying themselves, they are more likely to persevere. On the other hand, if students find that a bad grade on the first test dooms them to a C or worse, they are very likely to drop the class. We are seeking to encourage all faculty members to embrace pedagogical values consistent with the first scenario rather than the second. We are using flex day presentations to provide models for best practices. For instance, during flex day in March 2012 we will offer a breakout called "GRIT in the

Curriculum". This breakout will feature some of SMC's best teachers, Terry Green, Janet Robinson, Christine Schultz and Muriel Walker Waugh, discussing how they integrate principles of resiliency and perseverance into the curriculum and classroom to enhance their students' academic and personal achievement. Second, we are seeking to integrate the values of resiliency and perseverance into the curriculum by including related questions in forms used for the Curriculum and Program Review processes. For example, we may include a new "check-off" for new and revised courses that addresses whether course structure and methods of assessment teach and reward resiliency and perseverance.

Purpose

We recognize that when students know why they are in college or a particular course, they are better able to overcome challenges and take on the long-term process that is college. Like resiliency, a personal vision or purpose will enhance a student's completion of courses, programs and degrees. This strand will be supported by the effort to incorporate a new competency under ILO #1. In support of this goal, faculty may, for instance, run a brief pre- and post-class survey, asking students why they are taking a class or what it is for. For example, Christine Schultz and Eric Oifer piloted a potential question in the Winter 2013 classes. Students were asked to respond to the following question: "Some students know exactly why they are taking a particular class while other students may have little or no idea why they are taking it. What about you? In terms of your bigger life picture, what is this class for? Because an honest statement is what is being sought here, please feel free to answer in any way you want and saying that you do not know how this class fits into your larger life picture is an option." Dr. Schultz and Dr. Oifer will bring this idea to the Department Chairs for a discussion of a larger pilot.

Additionally, as with the resiliency strand, the purpose strand may be supported with a new Curriculum "check-off" for new and revised courses that addresses whether course objectives include helping students identify the purpose for studying the course material.

Related Instrument

Coincident with the launching of SMC's GRIT Initiative, the Educational Testing Service piloted a new tool it developed to measure non-cognitive skills. In fall of 2012, this instrument, called SuccessNavigator, was administered to students enrolled in COUNS 20 classes. Participating faculty and administrators met prior to the beginning of the Spring 2013 semester to discuss the results. A summary of the report is linked [here](#). Thirteen Counseling 20 faculty members are continuing to use SuccessNavigator this spring. This data on non-cognitive skills will be used to shape future course content. Also, broader discussions of this instrument will continue with the goal of determining whether and how it can be useful to SMC as we seek to infuse GRIT and enhance student success.

BOARD OF TRUSTEES

Santa Monica Community College District

INFORMATION

January 15, 2013

MAJOR ITEMS OF BUSINESS**INFORMATION ITEM F****SUBJECT:** **GLOBAL CITIZENSHIP INITIATIVE****SUBMITTED BY:** Superintendent/President

SUMMARY: In the six years since its inception as an initiative of the Superintendent/President and Academic Senate, Global Citizenship has developed into a core component of the life and identity of Santa Monica College. While there remains room to grow in terms of raising student awareness of the various programs and activities related to Global Citizenship, the ever-growing availability of such opportunities testifies to the maturation of the initiative into a staple of the college's mission. Moreover, amidst these times of uncertain transitions in the world of higher education, and beyond, the need for Santa Monica College to continue with its mission of educating global citizens for the Twenty-First Century remains strong. As articulated in the previous report:

By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

This report included In Appendix A summarizes the work of the Global Citizenship initiative since the last report was made in September 2011.

MAJOR ITEMS OF BUSINESS**INFORMATION ITEM H****SUBJECT:** **WORKFORCE AND ECONOMIC DEVELOPMENT****SUBMITTED BY:** Superintendent/President

SUMMARY: The Office of Workforce and Economic Development's (W&ED) goal is to help students, incumbent workers, business partners and industries develop skilled competencies in critical industry sectors. The programs that the Department administers are instrumental in helping the regional community respond to markets in a rapid and flexible manner.

The Department's 2010-11 and 2011-12 program funding has been decreased by over 50% from 2009-2010 levels. However, the Office of W&ED continues to be self-sustaining across program areas and growth oriented through revenue-generating programs, grants, and contract education programs. The programs take the form of classes for credit, and not for credit, varying in duration from one hour to one weekend, several days or an entire term.

Programs Highlighted in the Report (Appendix A)

- The SBDC (Small Business Development Center)
- Community Services
- Contract Education (Local and International Training Programs), Promo Pathways II
- SB-70 Career and Technical Education grants (3 currently)
- Employment Training Panel contract
- Department of Labor (CBJT- Recycling and Resources Management)
- Career Coach & Labor Market Research
- Workplace Learning Resource Center

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	September 6, 2012

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 8-C

SUBJECT: **ENERGY SERVICES AGREEMENT WITH COMPASS ENERGY SOLUTIONS**

REQUESTED ACTION: It is recommended that the Board of Trustees authorize the District to enter into an Energy Service Contract with Compass Energy Solutions in the amount of \$3,070,407 for the following services:

- Heating boiler retrofit will install new generation high efficiency condensing boilers which use less natural gas and produce less emissions. The new boilers meet or exceed SCAQMD standards. There is an estimated savings of over \$63,000 on an annual basis.
- Campus-wide exterior and interior high-efficiency lighting retrofit will provide more consistent and better lighting on the campus and parking lots. The new fluorescent and LED lighting will also enhance safety. There will be an increase in bulb life expectancy with the installation of occupancy sensors and a decrease in maintenance and inventory. Estimated savings are over \$247,000 per year.
- Various energy efficiency projects for the Center of Environmental and Urban Studies: The improvements to the CEUS building will enhance the “demonstration of sustainability” concept of the center. The CEUS building will be totally insulated with recycled material and be fitted with solar tubes and a heat recycling system.

FUNDING SOURCE: Measure AA; State and Utility Incentives, STEM Grant

MOTION MADE BY: Louise Jaffe
 SECONDED BY: David Finkel
 STUDENT ADVISORY: Aye
 AYES: 7
 NOES: 0

2013 Annual Report on Institutional Effectiveness



Prepared by the
Office of Institutional Research
Spring 2013



2013 SMC Dashboard: Institutional Priorities

Institutional Priorities								
Key Indicator	Pg #	2010	2011	2012	2013	Target by 2015/16	2013 Performance	Institution-set standards
1.1 Persistence Rate	12	74.7%	73.2%	76.2%	78.1%	75%	●	71.8%
1.7 Transfer Rate	26	58.3%	49.5%	51.9%	47.0%	Remain steady	○	47.0%
1.9 Basic Skills Course Improvement Rate	33	68.6%	69.3%	71.5%	71.5%	73%	○	66.7%
1.10 Basic Skills Transition to Degree Course Rate	38	34.4%	35.9%	34.4%	36.5%	39%	○	33.5%
1.12 CTE Completion Rate	45	50.6%	46.5%	45.8%	45.9%	47%	○	43.8%
1.18 Equity Gap – Completion Rate	59	23.1%	23.2%	25.2%	25.1%	Decrease year-over-year	◐	<=25.7%
1.19 Equity Gap – Transfer Rate	62	19.0%	24.6%	24.1%	24.4%	Decrease year-over-year	◐	<=25.6%

Definitions

- 1.1: Enrolled in credit course in subsequent fall term anywhere in CCC / First-time freshmen completed 6 units
- 1.7: Transferred to any four-year institution within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math
- 1.9: Successfully completed higher level course within 3 years / Began English, math, or ESL sequence and successfully completed course 2 or more levels below transfer
- 1.10: Enrolled in degree-applicable English, ESL, or math course within 3 years / Began English, ESL, or math sequence in basic skills
- 1.12: Earned certificate or AA/AS or transferred within 6 years / First-time freshmen completed 12 units & attempted an advanced occupational course
- 1.18: Difference in average progress and achievement rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic); progress and achievement rates calculated by dividing the number of first-time freshmen completed 12 units & attempted a transfer-level math or English or advanced occupational course (cohort) by the number of students in the cohort who transfer to a four-year institution, earn a certificate or AA/AS, or achieve transfer prepared (complete 60 transferable units with 2.0 GPA or higher) or transfer directed (complete transfer English or math) status within 6 years
- 1.19: Difference in average transfer rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic)

Dashboard: Innovative and Responsive Academic Goal

Progress & Achievement						
Key Indicator	Pg #	2010	2011	2012	2013	Institution-set Standards
1.2 Course Success Rate	16	65.4%	67.0%	68.6%	69.0%	64.1%
1.3 Degrees Awarded	18	1,329	1,409	1,243	1,225	1,171
1.4 Certificates Awarded	19	158	257	1,397	1,505	1,306
1.5 Transfers to Public 4-Years (UC/CSU Combined)	21	2,111	1,930	1,833	2,063	1,800
1.6 Progress & Achievement Rate	24	58.5%	66.5%	60.5%	59.2%	57.3%
Basic Skills & Career Technical Education (CTE)						
1.8 Basic Skills Course Success Rate	30	53.6%	55.4%	57.1%	56.9%	53.0%
1.11 CTE Course Success Rate	43	68.1%	69.3%	70.8%	71.4%	66.4%
1.21 Registered Nursing License Exam Pass Rate	66	94.6%	97.4%	94.4%	96.4%	90.9%
1.22 Respiratory Therapy License Exam Pass Rate	68	--	100%	92.3%	96.0%	91.3%
1.23 Cosmetology License Exam Pass Rate	70	--	89.7%	92.4%	85.8%	84.8%
Distance Learning						
1.13 Distance Learning Course Success Rate Gap	49	7.4%	5.2%	5.3%	4.1%	<=5.8%
1.14 Distance Learning Course Retention Rate Gap	51	9.1%	6.5%	6.5%	5.1%	<=7.1%
Response to Community Needs						
1.15 SMMUSD Graduates to SMC Rate	54	32.2%	31.7%	30.1%	30.2%	NA
1.16 Geographic Area HS Graduates to SMC Rate	55	24.8%	26.7%	21.9%	20.0%	NA
Student Equity & Curriculum						
1.17 Equity Gap – Course Success Rate	57	15.7%	15.2%	14.2%	15.5%	<=15.9%
1.20 Percentage of Students Enrolled in Sustainability Related or Focused Courses	65	--	--	61.2%	63.4%	NA

Definitions

- 1.2: A, B, C, CR, P grades / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades
 1.3: # Associate Degrees awarded
 1.4: # career certificates awarded (does not include departmental certificates)
 1.5: # transferred to UC or CSU institution
 1.6: Transferred to a four-year institution, earned a certificate or AA/AS, or achieve transfer prepared (completed 60 transferable units with 2.0 GPA or higher) or transfer directed (completed transfer English or math) status within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math or advanced occupational course
 1.8: A, B, C, CR P grades in basic skills English, ESL, and math courses / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in basic skills English, ESL, and math courses

- 1.11: A, B, C, CR P grades in courses with SAM code A, B, C, or D / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in courses with SAM code A, B, C, or D
- 1.13: Difference between course success rates in distance learning and on-ground classes for same courses
- 1.14: Difference between course retention rates in distance learning and on-ground classes for same courses
- 1.15: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public HS in SMMUSD
- 1.16: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public/charter HS within 10 miles of SMC main campus zip code (90405)
- 1.17: Difference in average course success rates between group with highest rates (Asian/PI & White) and group with lowest rate (Black & Hispanic)
- 1.20: Enrolled in credit course identified as sustainability related or focused / Credit student
- 1.21: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC
- 1.22: Passed CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC
- 1.23: Pass events / Test (Cosmetology, Esthetician, and Manicuring written and practical) event by student who completed cosmetology coursework at SMC

Dashboard: Supportive Learning Goal

Supportive Learning						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
2.1 First-time Freshmen Orientation Rate	74	98.8%	98.6%	98.7%	100%	↑
2.2 First-time Freshmen Assessment Rate	75	98.6%	98.4%	98.4%	99.9%	↑
2.3 Percentage of Students Receiving Financial Aid	76	30.8%	35.8%	40.4%	46.1%	↑
2.4 Counseling Contact Rate	78	57.8%	59.6%	61.4%	61.3%	—
2.5 CCSSE – Active & Collaborative Learning (range 0 to 1)	80	NA	NA	NA	0.38	NA
2.6 CCSSE – Student Effort (range 0 to 1)	80	NA	NA	NA	0.48	NA
2.7 CCSSE – Academic Challenge (range 0 to 1)	80	NA	NA	NA	0.61	NA
2.8 CCSSE – Student-Faculty Interaction (range 0 to 1)	80	NA	NA	NA	0.40	NA
2.9 CCSSE – Support for Learners (range 0 to 1)	80	NA	NA	NA	0.42	NA

Definitions

- 2.1: Completed online orientation within 1 term of enrollment / First-time freshmen with transfer, degree, or certificate goal
 2.2: Completed assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement) within 1 year of enrollment / First-time freshmen enrolled in credit course
 2.3: Received BOG enrollment fee waivers, grants, loans, scholarships, and/or work-study / Enrolled in credit course
 2.4: Visited counseling center or enrolled in COUNS 20 fall and/or spring term / Credit student with transfer, degree, or certificate goal
 2.5: Average score of sample on 7 survey items related to Active & Collaborative Learning Benchmark
 2.6: Average score of sample on 8 survey items related to Student Effort Benchmark
 2.7: Average score of sample on 10 survey items related to Academic Challenge Benchmark
 2.8: Average score of sample on 6 survey items related to Student-Faculty Interaction Benchmark
 2.9: Average score of sample on 7 survey items related to Support for Learners Benchmark

Dashboard: Stable Fiscal Goal

Stable Fiscal						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
3.1 Operating Surplus-(Deficit)	86	\$610,782	\$1,061,345	\$2,618,738	(\$8,840,474)	↓
3.2 WSCH/FTEF	88	641.07	659.30	635.00	629.23	—
3.3 Fund Balance Ratio	89	12.98%	13.96%	15.44%	8.38%	↓
3.4 Non-Resident Tuition Revenue	90	\$17,961,185	\$20,199,343	\$21,387,129	\$24,544,282	↑

Definitions

- 3.1: Actual revenues and transfers – Actual expenditures with one-time items
 3.2: Sum of class contact hours per week per student in each class section / Sum of weekly teaching load
 3.3: Total expenditures and transfers / fund balance (excluding designated revenue)
 3.4: Fees paid by international and out-of-state residents and Intensive English Program students

Dashboard: Sustainable Physical Goal

Sustainable Physical						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
4.1 Electricity Usage (kWh) by Sq. Foot	92	14.15	13.93	12.84	13.76	↑
4.2 Gas Usage (BTU) by Sq. Foot	93	27,359	25,947	25,859	21,855	↓
4.3 Annual Employee per Capita Waste Disposal (lbs/employees/365)	94	1.9	1.3	0.9	0.9	—
4.4 Annual Student per Capita Waste Disposal (lbs/students/365)	95	0.2	0.1	0.1	0.0	—
4.5 Average Vehicle Ridership (AVR)	96	1.47	1.44	1.47	1.53	↑

Definitions

- 4.1 Annual electricity usage in kilowatt-hour (kWh) by the gross square footage from space inventory (not including space that does not meter electricity)
- 4.2 Annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from space inventory (not including space that does not use or meter gas)
- 4.3 Total pounds of waste disposed / Number of SMC employees / Number of days in a year (365)
- 4.4 Total pounds of waste disposed / Number of SMC students / Number of days in a year (365)
- 4.5 Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week

Dashboard: Supportive Collegial Goal

Supportive Collegial

Key Indicator	Pg #	2009	2010	2011	2012	Trend (Prior to Current Year)
5.1 Institutional Objectives Completion Rate	98	65.4%	78.6%	78.6%	81.8%	↑

Definitions

5.1 Institutional objectives in the SMC Master Plan for Education that is "Completed" or "Substantially Completed" / Institutional objectives in the SMC Master Plan for Education

EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-

term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

- To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.
- To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

- To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.
- To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.
- To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.
- To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.
- To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;
- To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.
- To provide for long-range development planning at the Olympic Shuttle site.
- To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.
- To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.
- To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Technology Objectives 2013-14

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. There is a need to replace/update all workstations below Dell GX520 (or equivalent) with either upgraded computers or Virtual desktop solutions. Student workstations due for replacement include: 3 computerized classrooms at AET, 1 computerized classroom for Music, and 150 thin clients for virtual workstations (Library & podium computers). Due to general funding reduction, grants opportunity is desired.

Contact: Steve Peterson
Budget: \$327,000
Status: Pending

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 12-13, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: \$185,000 – General fund
Status: In Progress

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests. There are approx. 15 new computers required for new full-time faculty this year.

Contact: Steve Peterson
Budget: \$18,700
Status: In Progress

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addressed in the previous year. Main expenditures for 12-13 are consumables, e.g. projector bulbs.

Contact: Al DeSalles
Budget: \$27,000
Status: Pending

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: \$6,000, District technology fund
Status: In Progress

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.

Contact: Steve Peterson
Budget: \$33,000
Status: Pending

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.

Contact: Patricia Ramos (Instructional), Steve Peterson (Technology)
Budget: CTE grant
Status: in progress

Objective 8 Campus-wide network infrastructure upgrade - continued from 12-13

Complete the implementation phase of College network core switch 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. The project implementation was completed in 2012-2013.

Project will be continued to indentify new installation and upgrade local WiFi access points as needed. Technical team will also monitor the internet bandwidth capacity to identify the upgrade bandwidth from internet carriers.

Contact: Bob Dammer/Dan Rojas
Budget: TBD
Status: Implementation – in progress

Objective 9 Campus-wide virtualization desktops implementation

The technology technical team evaluated the virtual application/desktop technology and selected Citrix as the pilot implementation solution. The pilot/first phase project include GIS virtual lab, Library virtual workstations, and classroom podium/multimedia carts virtual workstations. IT will continue utilizing project experiences to evaluate the expansion possibility and propose multi-year implementation plans.

Contact: Jocelyn Chong
Budget: Server infrastructure/software procured 12-13.
Status: Implementation in progress

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Jocelyn Chong
Budget: MIS development
Status: e-Disbursement - Evaluation
e-Transcript – pdf version live in June, 2013. Xml, EDI exchange in progress
Online Flex-time tracking system – pending
Identity management system for Faculty/Staff – in progress
High availability/disaster recovery implementation for ISIS – Phase 1 Database replication completed, Phase 2 off-site D/R enablement is in the planning stage.
Enterprise mobile applications – pending

Objective 11 Update College technology policies and procedures to ensure the inclusiveness of latest technology issues

As mobile devices get widely adoption, faculty, staff, and students are bring in their own devices for business productivity and personal use. The College established network/computer use policy requires frequent review and update. BYOD (Bring Your Own Device) and associate security policy needs to be developed so the document will assist in educating users on security awareness, technology best practices, and effective usage.

Contact: Jocelyn Chong
Budget: N/A
Status: Pending

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 12-13

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. Also included in the plans are Information Technology, Media Services operational areas and staff offices, as well as Teaching/Learning Center.

Contact: Jocelyn Chong
Budget: Construction infrastructure fund
Status: Phase I Construction in progress

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development. Webhelpdesk software is purchased to implement an online support system that streamlines IT support procedures and process. Also included is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.

Contact: Jocelyn Chong
Budget: N/A,
Status: Implementation in progress.

Objective 14 MIS Information System Software version update

Plan, evaluate, and implement updated version of Oracle infrastructure application suites. This is a much delayed project that needs to be put on first priority to ensure the College Information System is at an up-to-date version which complies with security requirements, maintains compatibility with updated web browsers, and take advantages of increased functionalities.

Contact: Jocelyn Chong
Budget: N/A
Status: Planning

Objective 15 Evaluate the feasibility of implement staff/faculty Identity Management (IM) and expansion of Google hosted email/apps services to staff/faculty

Facilitate staff/faculty technology resource provisioning process with an automated Identity Management system. Research and evaluate the possibility of offering and/or eventually replacing costly staff/faculty email system with Google provided no cost Google Apps solution.

Contact: Jocelyn Chong
Budget: N/A
Status: IM project in process.

Objective 16 Digital learning material technology evaluation

Evaluate support models of eTextbook adoption plans, courseware integrations, mobile/handheld device, and accessibility to develop a feasible implementation plan to support the needs. Digital learning environment requires sound solution of video/audio instructional screen cast/lecture capture tools, media repository, and on-demand streaming solutions.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Objective 17 Support technical implementation of campus emergency response plans

There are multiple campus safety measures involve technology implementations, include on-campus audio/visual alert messages to phones/alarm end point devices; remote email/texting/phone blast messages to alert off-campus community members. Proper technology solutions, procedural definitions, and process flows are being reviewed/updated/implemented.

Contact: Bob Dammer/Jocelyn Chong (technology)
Budget: TBD
Status: In progress.

Objective 18 Improved system management and email security tools

Implements improved system management tool to enhance system patching, system monitoring, and capacity planning functions. Planned project also included the implementation of new email scanning/filtering gateway appliance Barracuda to replace the current Sonicwall solution. The new gateway is expected to be a more effective tool in blocking phishing/spamming emails.

Contact: Dan Rojas
Budget: \$25,000 (3-year)
Status: In progress

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2012-2013

During 2012-2013, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 16 recommendations approved by DPAC during 2012-2013 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1 Innovative and Responsive Academic Environment
Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

- #126-A Agreement on the final documents for the Master Plan for Education 2012-2013 UpdateSeptember 26, 2012
- #127-A Approval of the College reviewing offering some level of 2013 Winter Intercession.....November 14, 2012

Goal 2 Supportive Learning Environment
Provide access to comprehensive student learning resources such as library, tutoring and technology.
Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

- Goal 3 Stable Fiscal Environment**
Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources
- #123-A Approval of short-term and long-term savings and revenue recommendationsJuly 25, 2012

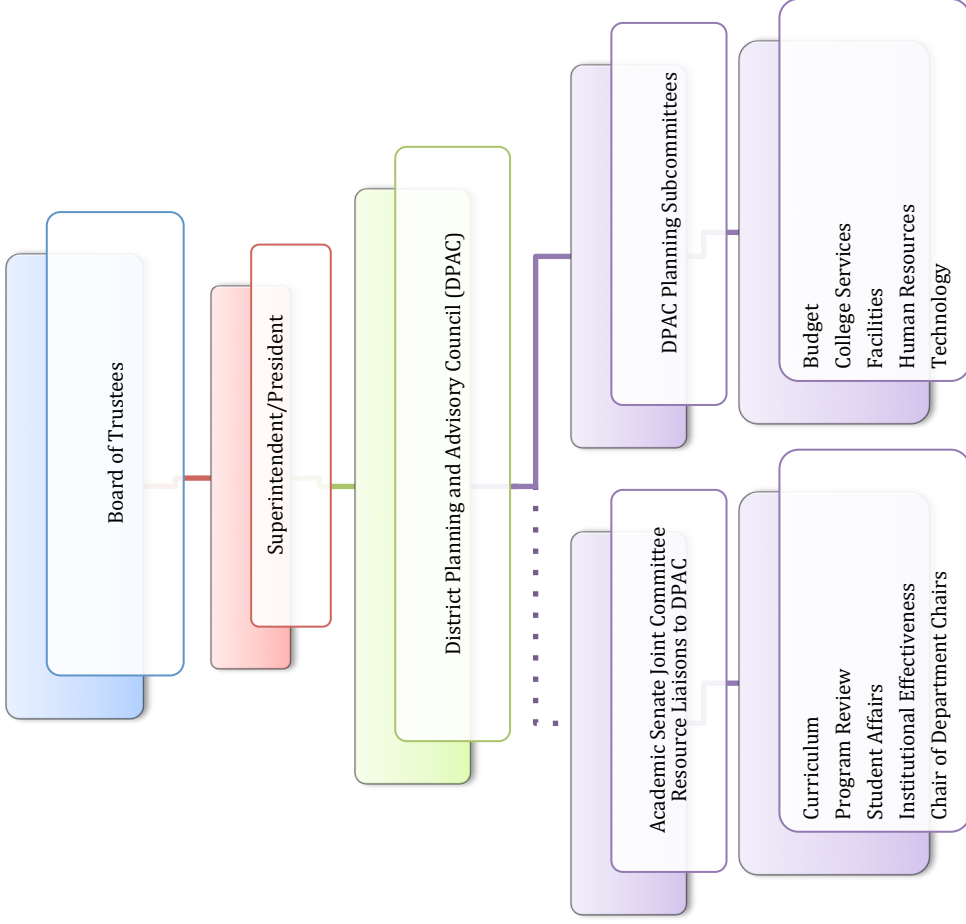
Goal 4 Sustainable Physical Environment
Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.

- Goal 5 Supportive Collegial Environment**
Employ decision making and communication processes that respect the diverse needs of the entire college community
- #125-A Approval of the Equal Employment Plan 2012September 26, 2012

Organizational Functions

- #124-A Approval of the DPAC 2011-2012 Annual Report August 8, 2012
- #128-A Election of Vice-Chair, 2013-2014June 12, 2013

Santa Monica College
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)



MASTER PLAN FOR EDUCATION



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2014-2015 UPDATE**

2014-2015 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2013-2014 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2014-2015 UPDATE
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Santa Monica Community College District
MASTER PLAN FOR EDUCATION UPDATE, 2014-2015

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. This last occurred in Fall 2011, and the strategic planning summary was included in the 2013-2014 *Master Plan for Education Update*.

This most recent strategic planning effort resulted in two new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity) and I³ (Institutional Imagination Initiative). To address the concern of the Strategic Planning Task Force that it should not appear that the four previous strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical Education—have been in any way “abandoned” to make way for the new 2012-2017 strategic initiatives, the District Planning and Advisory Council (DPAC) agreed that the four 2006-2011 institutional objectives would continue to be “tracked” in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives.

This 2014-2015 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2013-2014 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (100% of the nine 2013-2014 institutional objectives were judged to be either Completed [67%] or Substantially Completed [33%.]) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents are included as addenda:

- Strategic Initiatives
- Program Review Planning Summary
- 2014 Annual Report on Institutional Effectiveness
- Board of Trustees Goals and Priorities
- Presentations/Reports/Actions at Board of Trustees Meetings related to Board Goals and Priorities, Strategic Initiatives/College Priorities, 2007-2008 – 2013-2014
- Eight-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2014-2015, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

This final document is the result of review and approval by the District Planning and Advisory Council.



Santa Monica Community College District

Vision, Mission, and Goals

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012

Revised 6/2013 (ILO #5 approved by Academic Senate)

Santa Monica Community College District
Master Plan for Education Update

Institutional Objectives, 2014-2015

Number	Institutional Objective
#1	To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.
#2	To develop and implement strategies to improve the CTE completion rate.
#3	To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.
#4	To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.
#5	To develop and implement strategies to address the “softening” of enrollment demand.
#6	To identify and address logistical challenges facing students using instructional support services.
#7	To conduct an assessment of the College’s compliance with ADA Section 508 requirements and develop a plan to address any findings.
#8	To define and assess the College’s capital improvement needs relative to the Facilities Master Plan.
#9	To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.
#10	To enhance the documentation and review process for Institutional Imagination Initiative (I ³) projects to include implementation and assessment results.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 1</p> <p>To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.</p>	<p><i>Responsible Area(s)</i></p> <p>Accreditation Steering Committee</p> <p>Primary Contact: Eve Adler</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) College Priority – Accreditation 2016 </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <ul style="list-style-type: none"> • Establish organizational structure and master schedule for Accreditation Steering Committee and Standard Subsection co-chairs. • Develop and implement methods for ensuring that the entire campus community is involved in the process of self-evaluation and understands the process and purpose of accreditation. • Provide training via events such as opening day, institutional flex day, etc. • Develop drafts for each standard. • Ensure that self-evaluation evidence and information that requires public disclosure is posted to the web. • Collect and organize hard-copy evidence for the visiting team. <p><i>Anticipated Outcomes:</i></p> <p>By June 2015, all standard committees will have submitted drafts to, and received critiques from, the Accreditation Steering Committee. Presentations will have been made to the campus community at the Opening Day, Institutional Flex Day and other appropriate college events.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 2</p> <p>To develop and implement strategies to improve the CTE completion rate.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs – Career Technical Education</p> <p>Institutional Research</p> <p>Academic Senate Joint Institutional Effectiveness Committee</p> <p>Academic Senate Joint Career Technical Education Committee</p> <p>Primary Contact: Frank Dawson</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#3) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Institutional Effectiveness Committee Recommendations (#1) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <ol style="list-style-type: none"> 1. The CTE programs will work with Management Information System to ensure the accuracy of capturing CTE completions. 2. The CTE programs will work with the Curriculum Committee to convert departmental certificates into Chancellor's Office approved certificates. 3. The CTE programs will collaborate with the Counseling Department to identify the counseling support needed by potential and current CTE students. 4. The CTE programs will develop and implement an innovative, technology-based marketing plan in order to increase student awareness of CTE programs. 5. The CTE programs will develop career pathways that are relevant, responsive to workforce needs, and easy to navigate for students. 6. The CTE programs will work with Enrollment Development to establish an auto-award process for students who have successfully completed the requirements for a CTE certificate or degree. <p><i>Anticipated Outcomes:</i></p> <p>Increase in CTE certificates and associate degrees awarded.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 3</p> <p>To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.</p>	<p><i>Responsible Area(s)</i></p> <p>Institutional Research</p> <p>Management Information Systems</p> <p>Academic Senate Joint Institutional Effectiveness Committee</p> <p>Primary Contact: Hannah Lawler</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#1) <input checked="" type="checkbox"/> Program Review Recommendations (#11) <input checked="" type="checkbox"/> Institutional Effectiveness Committee Recommendations (#5) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <p>A workgroup comprising representatives from the Offices of Institutional Research, Management Information Systems and the Academic Senate Joint Institutional Effectiveness Committee will be convened to identify and implement an online content repository tool to store outcomes assessment data and results for the non-instructional and non-counseling programs (all administrative and some student service programs).</p> <p><i>Anticipated Outcome:</i></p> <p>Outcomes assessment results for all programs will be accessible online.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 4</p> <p>To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p> <p>Student Affairs</p> <p>Student Equity Task Force</p> <p>Institutional Research</p> <p>Primary Contact: Georgia Lorenz</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2) <input checked="" type="checkbox"/> Program Review Recommendations (#18 and #19) <input checked="" type="checkbox"/> Institutional Effectiveness Committee Recommendations (#5) <input checked="" type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <p>Establish a standing committee on Student Equity. This committee will be responsible for the following:</p> <ul style="list-style-type: none"> • Develop, write, and submit the Student Equity Plan in November 2014 and submit the annual update in Spring 2015. • Raise campus awareness about the achievement gap at Santa Monica College (SMC). • Engage in qualitative and quantitative inquiry into indicator C of the plan, “ESL and Basic Skills Completion,” in order to determine the most effective intervention(s) and activities to impact African American and Latino/a completion rates. • Identify barriers and develop institutional processes to improve the CTE degree/certificate completion rates for African American and Latino/a students. • Collaborate with the Center for Teaching Excellence to develop professional development for faculty related to the achievement gap and culturally responsive teaching methods. • Strengthen instructional support services and improve the frequency of use by African American and Latino/a students. <p><i>Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Submission of the Board approved Student Equity Plan in November 2014 and the annual update in Spring 2015. • Focused, campus wide professional development for faculty related to the achievement gap at SMC. • A research report on indicator C with proposed interventions and activities to begin in the 2015-16 academic year. • Improvements in the frequency of use of instructional support services by and course outcomes for African American and Latino/a students. • Improvements in the CTE completion rate for African American and Latino/a students. 				
<p><i>Estimated Cost:</i> costs will be covered by the Student Equity Plan monies; amount unknown</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 5</p> <p>To develop and implement strategies to address the “softening” of enrollment demand.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development</p> <p>Academic Affairs</p> <p>Primary Contact: Teresita Rodriguez</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#29, #31) <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) College Priority </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Current practices will be reviewed and new strategies developed in the following areas: MIS tools, Outreach, Enrollment Services, Counseling, Course Scheduling, International Education.</p> <p>Examples of current practices to be reviewed will include the following: Expansion of the First Year Experience; implementation of a Summer Bridge and Summer Jams program; implementation of new enrollment priorities; increased communication with students and feeder high school counselors; increased “admitted student days;” more intrusive counseling and increased follow up; changes in fee payment policies and restricted enrollment period; and earlier packaging and awarding of student financial aid.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 6</p> <p>To identify and address logistical challenges facing students using instructional support services.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p> <p>Primary Contact: Georgia Lorenz</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#20, #21) <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <ul style="list-style-type: none"> • Engage in research, both qualitative and quantitative, to assess the logistical challenges for student use of instructional support services such as tutoring and supplemental instruction. • Develop a plan for resolving these challenges. • Establish a short term task force to address the tutoring needs in the math lab. • Develop marketing materials to communicate to students how and where to use instructional support services. <p><i>Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Proposal(s) to resolve the logistical challenges for student use of tutoring and supplemental instruction. • Improvement in student knowledge about tutoring, supplemental instruction, and other instructional support services. • Increase in the frequency of use of both tutoring and supplemental instruction. 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 7</p> <p>To conduct an assessment of the College’s compliance with Section 508 requirements and develop a plan to address any findings.</p>	<p><i>Responsible Area(s)</i></p> <p>Web Content/Digital Marketing</p> <p>Information Technology</p> <p>Disabled Students Programs and Services</p> <p>Primary Contact: Ron Furuyama</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Stable Physical Environment</p>	<p><input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (34) <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <ol style="list-style-type: none"> 1. Hire consultant to provide initial training and consultation on Section 508 requirements. 2. Recommendation to DPAC Technology Committee to develop a work group to identify Section 508 concerns. 3. Address Section 508 and develop a plan for each college department or area that addresses the following; <ol style="list-style-type: none"> A. Acquisition of new materials, ensuring they are compliant. (including the but not limited to the following areas, Academic Affairs, Student Affairs, Purchasing, Library and Learning Resources, Bookstore, MIS/IT/ Telecommunications and Media Services) B. Ensure that the development of new materials, including publications, coursework and course materials, for both on-ground and on-line classes, textbooks and related classroom materials are compliant C. Maintenance of current technology and electronic information, including but not limited to publications dissemination and broadcasting of information, website content and digital marketing and D. Training of current and new employees to ensure Section 508 conformity in the following areas; <ul style="list-style-type: none"> • software applications and operating systems • web-based information or applications • telecommunication products • video and multimedia products • self contained, closed products (e.g., information kiosks, calculators, and fax machines) • desktop and portable computers 4. Develop policies and procedures for handling Section 508 inquiries or complaints. <p><i>Anticipated outcomes:</i></p> <ol style="list-style-type: none"> 1. Improved understanding campus wide of Section 508 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 8</p> <p>To define and assess the College’s capital improvement needs relative to the Facilities Master Plan.</p>	<p><i>Responsible Areas</i> DPAC Facilities Committee Facilities Planning Facilities Maintenance and Operations</p> <p><i>Involved Area(s)</i> Business and Administration -Facilities Academic Affairs Information Technology Student Affairs Enrollment Development</p> <p>Primary Contact: Katharine Muller</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#15) <input checked="" type="checkbox"/> Program Review Recommendations (#24) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective:</i></p> <p>Review Facilities Master Plan, bond measure project lists, Five Year Facilities Report and other planning documents (such as the Program Review capital resources report and the DPAC Technology report) to ensure all capital improvement needs have been appropriately identified, prioritized and placed on a master list to be addressed as appropriate funding becomes available. Input should be solicited through area VPs to identify program needs not captured by other reports or documentation.</p> <p><i>Anticipated Outcomes:</i></p> <p>Reports will be updated and a master list created identifying and prioritizing all projects with possible funding sources (actual and potential) indicated. This list will inform any new bond measure or other pro-active funding acquisition activity.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
2014-2015 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 9</p> <p>To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.</p>	<p><i>Responsible Area(s)</i></p> <p>GRIT Committee</p> <p>Academic Affairs</p> <p>Student Affairs</p> <p>Primary Contact: Eric Oifer</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#4) <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p>				
<p>Couns 20, Student Success Seminar, is a 3 unit, UC transferable course that enrolls the second largest number of students at SMC. During the 2014-15 academic year, it is estimated we will offer approximately 128 sections of this course thereby enrolling just under 4500 students. The College will administer SuccessNavigator, an assessment of noncognitive skills developed by ETS, to all students enrolled in Couns 20 and Black Collegians and Adelante. Couns 20 faculty, the Black Collegians program leader and the Adelante program leader will receive individual student score report forms as well as classroom profiles. Couns 20 and the Black Collegians and Adelante faculty members will receive training on the assessment tool and student results will be folded into the Couns 20 curriculum and Black Collegians and Adelante counseling sessions. Students for whom scores reveal the need for psychosocial intervention will be invited to participate in the You + 1 coaching program and will be contacted by the GRIT counselor to discuss specific strategies for student success.</p> <p>In collaboration with the faculty leaders of the Career Services Center and Interdisciplinary Studies, the GRIT committee will develop a plan and recommendation for creating, naming and implementing an office to support Service Learning and Community Service. This office will supplement long-existing Career Services as part of an Experiential Learning Center. Reporting to both Academic Affairs and Student Affairs, an office supporting Service Learning and Community Service should serve both faculty members' integration of service experiences into the curriculum and students seeking community service volunteer opportunities. The center should provide a range of services that include, but are not limited to maintenance of paperwork, contracts and documentation, to functioning as a liaison with the community to recruiting and supporting faculty members, to providing professional development and appropriate guidance for faculty members, to counseling and supporting students.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
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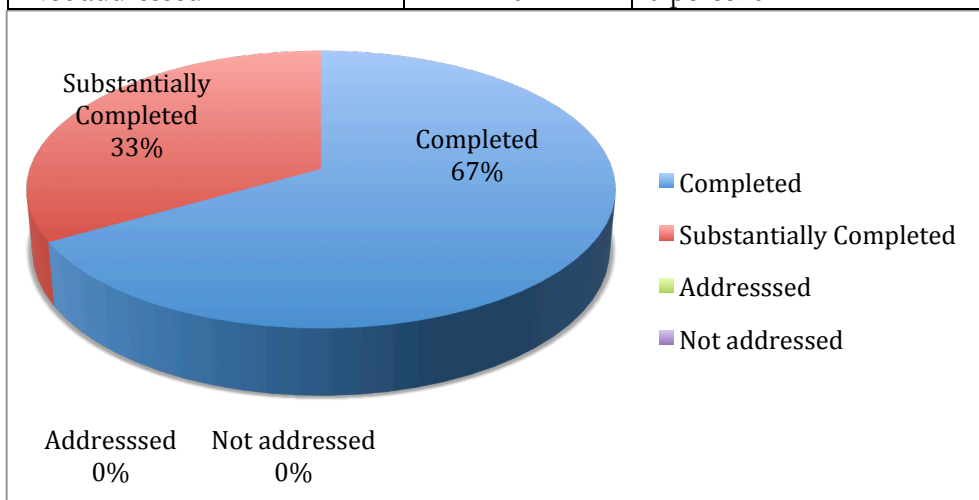
OBJECTIVE 10 To enhance the documentation and review process for Institutional Imagination Initiative (I ³) projects to include implementation and assessment results.	<i>Responsible Area(s)</i> DPAC Primary Contact: Randy Lawson			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#4) <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> In addition to adding new innovative projects/initiatives (as identified by the various college divisions, departments, programs, disciplines, and units) to the list, the DPAC Chair will add implementation, assessment, and “deferred/abandoned” sections to the list and move projects to these new sections to document their status. DPAC will receive at least three reports during the year, as well as occasional presentations of individual projects/initiatives.				
<i>Estimated Cost:</i> Existing Staff Time			<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential	

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Responses to 2013-2014 Institutional Objectives

Institutional Objective #	Status
1	Completed
2	Completed
3	Substantially Completed
4	Substantially Completed
5	Completed
6	Completed
7	Completed
8	Substantially Completed
9	Completed

Status	Number of IOs/Percentage	
Completed	6	67 percent
Substantially Completed	3	33 percent
Addressed	0	0 percent
Not addressed	0	0 percent





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OBJECTIVE 1		<i>Responsible Area(s)</i>	
To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.		Enrollment Development/ Institutional Research Institutional Effectiveness Committee Program Review Committee	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The attached chart of definitions has been drafted by representatives of the Program Review and Institutional Effectiveness committees to help maintain consistency of terms in planning documents. Instances when terms can mean different things depending on reporting parameters are indicated. These differences apply primarily to maintaining compliance with external reporting requirements.</p> <p>It was determined that there were enough differences between planning processes that a single template would not apply, so that component of the objective was found to be not applicable. However, as the new online program review annual report is implemented, special efforts will be made to create a template for disseminating the “all programs” reports generated to the appropriate planning bodies.</p> <p>Historically, planning documents produced annually by the different institutional planning bodies have been living documents with the various groups reviewing the process and format for creating the documents and making changes to each on a regular basis. These changes can be made as a result of planning body review, input from other planning bodies, and/or feedback from DPAC. An example would be the evolution of the annual report from the Program Review committee.</p> <p>Every year, the Program Review Committee reviews the process and the prompts to which programs respond. The executive summary sent to each program has expanded to include a section on program evaluation and specific reference to SLO assessment. Development of the online process and an annual template generated significant changes. Input from the Institutional Effectiveness Committee also resulted in changes in the process, documentation, and reporting.</p>			

Glossary: Commonly Used Planning and Outcomes Assessment Terms

Working definitions for terms commonly used in the planning and outcomes processes

Term	Definition	Example
Core Competency	An outcome statement that is more discrete than an ILO, but broader than a course or program SLO. The core competencies serve as the categories of the ILOs for which course and program SLOs are mapped and assessed.	There are 8 core competencies which serve as categories of the “Analytic and Communication Skills” ILO, including content knowledge, laboratory/CTE skills, information literacy, technology literacy, aesthetic engagement, quantitative reasoning, critical thinking, and oral and written communication skills.
General Education Outcome	A specific, measurable statement of what students will know, be able to do, or value as a result of completing the general education coursework. <i>A GE Outcome focuses on specific knowledge, attitudes, or behaviors acquired by students who satisfy the general education requirements (as evidenced by attainment of an interdisciplinary or liberal arts AA/ AS or transfer certificate).</i>	A list of the SMC ILOs and core competencies can be found on the Institutional Effectiveness Committee website: www.smc.edu/iccommittee <i>“Students completing a degree in Liberal Arts – Social & Behavioral Science will demonstrate through oral and written academic work knowledge of the social and behavioral sciences and be prepared to pursue further study in a related major at the baccalaureate level.”</i>
Goal	A broad, general statement of what a course, program, or activity intends to accomplish. <i>Goals focus on the general and long-range aims of the course, program, or activity. Goals are helpful for guiding the implementation of improvement activities but are sometimes too general, broad, or vague for developing specific tools to assess the effectiveness of services provided.</i>	Description of GE outcomes can be found in part 2 of the college catalog: http://www.smc.edu/CollegeCatalog/Pages/default.aspx Example of goal vs. objective vs. outcome: Goal: “The Office of Institutional Research will successfully promote a culture of evidence-based inquiry” Objective: “The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques” Outcome: “Faculty will be able to effectively use data to inform decision-making and planning processes”
Institutional Learning Outcome (ILO)	A broad, institution-level statement of what students should know, be able to do, or value as a result of the overall college experience. <i>An ILO focuses on broad areas of knowledge, attitudes, and behaviors students will demonstrate or possess as a result of their classroom and co-curricular experiences.</i>	Analytic and Communication Skills: “Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.” A list of the SMC ILOs and core competencies can be found on the Institutional Effectiveness Committee website: www.smc.edu/iccommittee

<p>Student Learning Outcome (SLO)</p>	<p>A specific, measurable statement of what students should know, be able to do, or value when they complete a program/course or a sequence of activities.</p> <p><i>An SLO focuses on specific knowledge, attitudes, or behaviors acquired that students will demonstrate or possess as a result of instruction or program activity.</i></p>	<p>Course SLO (CHEM 9):</p> <p><i>When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.</i></p> <p>Counseling SLO (Scholars Program):</p> <p><i>After participating in a counseling session, students will report confidence in their ability to take the necessary step(s) leading to their educational goal(s).</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>
<p>Objective</p>	<p>A brief, clear statement of what programs will do to accomplish a goal.</p> <p><i>Objectives are task and time-specific and describe the activities that a program undertakes to reach a course, program, or activity goal.</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>
<p>Outcome</p>	<p>An outcome is the expected result, consequence, or impact of the objective is successfully accomplished.</p> <p><i>Outcomes are what we expect will happen when we accomplish our goals and objectives. At a minimum, outcome statements should describe student or client behaviors that serve as evidence for student learning or program effectiveness. There are several levels and types of outcomes, including ILO, SLO, UO, program learning outcome, and GE learning outcome.</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>
<p>Program Learning Outcome</p>	<p>A specific, measurable statement of what a student will know, be able to do, or value as a result of completing the required coursework within a degree or certificate.</p> <p><i>A program outcome focuses on specific knowledge, attitudes, or behaviors acquired by students who complete the required courses for non-liberal-arts, interdisciplinary, or transfer degrees or certificates.</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>
<p>Program Learning Outcome</p>	<p>A specific, measurable statement of what a student will know, be able to do, or value as a result of completing the required coursework within a degree or certificate.</p> <p><i>A program outcome focuses on specific knowledge, attitudes, or behaviors acquired by students who complete the required courses for non-liberal-arts, interdisciplinary, or transfer degrees or certificates.</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>
<p>Criteria for Success or Target</p>	<p>A benchmark for an outcome.</p> <p><i>The threshold point or level at which your program knows the outcome has been achieved.</i></p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>	<p>Example of goal vs. objective vs. outcome:</p> <p>Goal: "The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"</p> <p>Objective: "The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"</p> <p>Outcome: "Faculty will be able to effectively use data to inform decision-making and planning processes"</p>



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OBJECTIVE 2			
To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.		<i>Responsible Area(s)</i> Business and Administration Academic Affairs Student Affairs Enrollment Development Information Technology DPAC/Budget Subcommittee	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>For the third year in a row, the College funded maintenance of technology, instructional equipment, and facilities in the general fund. For 2013-14, the total amount was \$368K, with \$250K allocated for technology and \$62.5K allocated for instructional equipment and \$56.25K allocated for facilities maintenance. Additionally, the College received \$438K in one-time monies for instructional equipment and deferred maintenance. This amount was divided evenly between the programs.</p> <p>For 2014-15, the State is providing approximately \$2.8M for deferred maintenance and instructional equipment. The College has flexibility in dividing the funds. These monies would relieve the general fund of providing total support of these two programs as it has done in the years when the State did not provide the funds.</p> <p>In addition, the College is developing a multi-year replacement schedule and budget for its technology needs.</p>			



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OBJECTIVE 3			<i>Responsible Area(s)</i>
To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.			Facilities Planning Department DPAC Facilities Subcommittee
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
For future building designs, and starting with the current design process for the Student Services project, the College is planning for spaces that can easily be reconfigured as changes in function occur over the years. Through the use of flexible design methods including open floor space, modular furniture, and wireless networking, a variety of future needs can be accommodated without the expense or disruption of a major remodeling project.			



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OBJECTIVE 4			<i>Responsible Area(s)</i>
Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.			Academic Affairs Student Affairs Enrollment Development Academic Senate DPAC
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>At the end of the 2012-13 academic year, the College adopted ILO #5, Authentic Engagement. With its adoption, the College committed to enhancing student success by fostering among students a level of engagement that enables and motivates the integration of acquired knowledge and skills beyond the classroom and college-based learning experiences. The competencies supporting this outcome include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, c) self-efficacy/empowerment (belief in one's abilities to achieve a goal or an outcome), and d) professional relevance (application of course content to possible professional life). In assessing ILOs in classrooms and counseling sessions during 2013-2014, departments were asked to develop appropriate assessments to measure ILO #5. Several departments, including Health Sciences, Business, Photography/Fashion, Theatre Arts, Physical Sciences, Dance, Early Childhood Education, Earth Sciences, Counseling, and Philosophy and Social Sciences developed and mapped SLO assessments to ILO #5 in at least some of their courses. These data will be reviewed by the Institutional Effectiveness Committee and, the IE Committee will look at the relationship between authentic engagement and key student success measures.</p> <p>During the 2013-14 academic year, the College developed and piloted (with approximately two hundred students) a new college coaching program called YOU+1. The YOU+1 program is designed to help students tap into supportive people they have in their lives and to help those people provide them the best social support possible. YOU+1 sent weekly or bi-weekly emails to +1's to share suggestions in the forms of videos, articles and helpful messages about how to support the students throughout the semester. Institutional Research developed and implemented two assessment tools— focus group discussions and a survey—to evaluate the pilot in terms of student success measures. These were administered at the end of the spring semester. Responses to the focus group discussion questions were shared with the GRIT workgroup. Institutional Research will present the survey results to the GRIT work group during the summer of 2014. These data sets will be used to inform revisions as the College continues this program in the fall.</p>			



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OBJECTIVE 5			<i>Responsible Area(s)</i>
To further implement the Institutional Imagination Initiative (I ³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress			DPAC Academic Affairs Student Affairs Enrollment Development Resource Development Group
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
An initial list of sixteen innovative projects was compiled and presented to DPAC at the October 23, 2013 meeting. The list has been regularly refined and updated throughout the year, and versions of the list were shared at DPAC meetings in February 2014 and June 2014. At the request of DPAC members, reports were presented during the year on two of the initiatives—EMERGE and the SMC/Bath Spa University Collaboration.			



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OBJECTIVE 6			<i>Responsible Area(s)</i>
<p>To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.</p>			<p>Enrollment Development/Institutional Research</p> <p>Institutional Effectiveness Committee</p>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In spring 2014, the Institutional Effectiveness Committee designed a study investigating the impact of student engagement and behaviors on likelihood of student success and achievement while controlling for the effects of students' background characteristics. The study focused on examining the factors impacting student performance on five Key Indicators of the Institutional Effectiveness Dashboard:</p> <ul style="list-style-type: none"> • Persistence Rate, • Transfer Rate, • Basic Skills Course Improvement Rate, • Basic Skills Course Transition Rate, and, • Career Technical Education (CTE) Rate. <p>The study was completed by the Office of Institutional Research in June 2014. The findings of the study identified the student qualities and variables that positively or negatively impacted the likelihood of achieving the outcome of interest. For example, the study found that even when controlling for student background variables such as ethnicity/race, educational goal, and low income status, first-time freshmen who visited any counseling center in their first year were 175% more likely to persist than freshmen who did not.</p> <p>The findings of the study will be shared and discussed with the Institutional Effectiveness Committee and other campus constituencies in fall 2014.</p>			



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OBJECTIVE 7		<i>Responsible Area(s)</i>	
To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.		Student Affairs Campus Police Academic Senate CSEA Emergency Preparedness Committee Network Services	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Emergency Preparedness Task Force The Emergency Preparedness Taskforce (EPTF) was created to assess the emergency procedures at the College. The group met twice a month during 2013-2014 and was comprised of students, staff, faculty, and managers. The goal of the EPTF was to review the Emergency Preparedness (EP) Policies and Procedures for Santa Monica College and to make recommendations to the Superintendent/President in the areas of:</p> <ul style="list-style-type: none"> A. Access to Information B. Addressing Feedback and Concerns from the College Community C. Roles for Disaster Services Workers D. Education of Students E. Trainings and Simulations <p>A. Access to Information The EPTF made recommendations regarding classroom emergency procedures charts, dissemination of an Emergency Preparedness Booklet, the Emergency Preparedness Website, monthly college updates, and including emergency procedures in the Student Handbook and Planner</p> <p>B. Addressing Feedback and Concerns from the College Community During the Fall Opening Day on August 22, 2013, the college community was given the opportunity to ask questions about Emergency Preparedness Procedures. The EPTF addressed the questions and concerns and posted the responses on the SMC Emergency Preparedness Website.</p> <p>C. Roles for Disaster Services Workers (What is Your Role?) The role of Disaster Service Workers has clearly been defined for all college employees. During the Fall 2013 Opening Day, all attendees received a handout that outlined their role in the event of an emergency. All new employees will receive the document in their orientations, and it is now posted on the College's Emergency Preparedness Website.</p> <p>D. Education of Students The EPTF discussed a variety of opportunities to educate students about Emergency Preparedness Procedures, including VIP Welcome Day, course syllabi, classroom discussions, and keeping contact information updated through Admissions and Records.</p>			

E. Trainings and Simulations

Ongoing training has been made available to all college employees. On the EP Website, the *Run, Hide, Fight* video simulation remains available to the college community. Emergency Preparedness trainings, conducted by the SMC Police Department, have been offered every Friday since the beginning of the Fall semester. In addition, the Santa Monica College Police Department, in conjunction with the Santa Monica Police Department, continues to conduct ongoing trainings in the areas of active shooter, evacuation scenarios, and natural disasters. Senior staff members have been trained on the usage of the new notification system. Each member has the capability to launch emergency notifications from smartphone devices and desktop computers.

Building Monitors- Building Monitors play a critical role during and after an emergency on campus. Individuals are assigned to this responsibility prior to an incident. Monitors were chosen for their availability, office location, and willingness to participate in trainings and drills. Acting as liaisons between Administration and the Emergency Operations Center, building monitors are responsible for the safety of individuals and property in their area of responsibility. Building monitors will manage evacuations, check assigned areas, and coordinate emergency operations as necessary.

Infrastructure Review Group

The Infrastructure Review Group included representatives of Campus Police, Telecom, Information Technology, Media Services, Facilities, Campus Counsel and Grounds. This group met on a weekly basis to review the College's emergency infrastructure and the notification system and to update the District's Emergency Operations Plan (EOP).

In response to feedback from the college community, the District formed a partnership with NEXUS and Singlewire companies to increase the number of classroom phones and to convert existing phones into notification devices. In addition, PA notification towers were activated and installed throughout the main campus and satellite locations. An emergency phone line and social media system has been established to provide direct communication in the event of an emergency. The SMCAlerts system is comprised of a message hotline number (310-434-4301), website updates, and Twitter announcements. During an emergency on campus, these systems, along with college dispatch, will be used as information media for the community.

MDC Engineers worked with Campus Police, Network Services/Telecom, and Facilities/LPI to examine existing buildings and equipment and identify potential locations for new cameras, speakers, alarms, and door hardware and recommended appropriate security solutions.



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OBJECTIVE 8			<i>Responsible Area(s)</i>
To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.			Business and Administration/ Facilities Maintenance
			Academic Senate
			Management Association
			Associated Students
			Faculty Association
			CSEA
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>This objective originated as an effort of the constituent organizations to participate in maintaining the appearance of college campuses and improving college facilities through the formation of a task force that would develop a plan and make recommendations. Although the task force was never formed, the Facilities Maintenance/Operations Department adopted this objective as a focus for the year and implemented strategies that resulted in a number of completed projects, including:</p> <ul style="list-style-type: none"> • Cleanup and beautification program at the Bundy campus, including new plantings on the east hillside of the campus and perimeter gardens • Installed the new faculty sponsored garden and seating area in the Clock Tower quad • Installed new carpet and painted the walls in the Drescher Hall 3rd floor hallway • Installed new carpet, painted the offices and built a storage room in the Cayton Center • Built a new patio cover for the International Student Center • Re-striped both parking structures for better traffic flow • Installed 30 new workstations in the Cosmetology department • Performed SMART classroom conversions in ESL, Business 143 and 254 • Installed new flooring in the Business building and 2714 Pico building elevators • Replaced the Math Complex decking • Improved the grounds at the Airport Campus • Added lighting to the 19th & Pico bus stop for student safety • Painted all backflow devices for identification and appearance • Implemented new maintenance strategy for operation of HVAC equipment to improve comfort and energy savings • Installed campus memorials for remembrance of members of the college community 			



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OBJECTIVE 9			<i>Responsible Area(s)</i>
To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.			Academic Affairs Academic Senate
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>EMERGE was developed in response to shifting labor and educational demands in the areas of Information, Communication, Technology and Entertainment (ICTE). The primary goal is to develop targeted career pathways and to increase certificate and degree completions in ICTE programs. Contextualized coursework and project-based learning are examples of key components of this model. A committee consisting of faculty and administrators convened numerous times in large and small groups to develop a comprehensive plan that involves multiple SMC departments and programs. These multi-disciplinary/departmental stakeholders have all been involved in the planning process. Implementation is to begin in Summer 2014. Below is a brief description of 2013-14 activities, primarily funded by Perkins IV:</p> <ul style="list-style-type: none"> • Designed and published a labor market study conducted by economists at EMSI. The report entitled <i>SMC Supply and Demand for ICT Occupations</i> is an industry and education “gap analysis.” The report was designed to ensure alignment between SMC programs and the labor demands of ICTE industries. It confirms that there are numerous opportunities for SMC to expand current programs and to develop new interdisciplinary pathways to serve growing job demands in the regional economy. • The EMERGE framework served as a model for a successful grant award of the new AB 86 California Pathways Trust funds. A regional consortium was developed and named LA-HITEC. It includes eight community colleges and thirty high schools in LA, as well as various external partners. LA-HITECH will receive \$15 million to increase completions and job readiness in ICTE occupations. • SMC has secured nearly \$2 million over the next 5 years from LA-HITECH to strengthen off-campus relationships and develop college infrastructure for EMERGE and career pathways success. SMC will work closely with West LA College (also awarded) and four SMC feeder high schools over the next five years to align curriculum for more seamless transitions to SMC in selected ICTE disciplines. • Employer engagement was strengthened by recruiting a President’s Advisory Council comprised of senior-level executives from Westside technology companies and emerging start-up firms. The first meeting is planned for September 2014. • Delivered multiple presentations to Academic Senate committees, the Academic Senate Executive Committee, DPAC, and the SMC Counseling Department to elicit stakeholder needs and buy-in for the EMERGE framework. • Formed strong documented formal agreements for pathway development with business, secondary and community partners. • Utilized the launch of Promo Pathway III, with its innovative and interdisciplinary design, business partnerships and successful student outcomes, to serve as a planning model for sustaining pathway programs by harnessing business and institutional financial support after grant funding periods have ended. 			

Santa Monica College
Program Review Planning Summary
Spring and Fall 2013

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning. Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback to programs, and discussing how this information can contribute to institutional planning.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, recommendations made in the 2012 Program Review Planning Summary were incorporated into six objectives in the 2012-13 *Master Plan for Education*; in 2013-14 four Master Plan for Education objectives can be linked to program review recommendations. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often referred to an appropriate committee or operational unit to be addressed. In response to the 2013-14 program review recommendations, DPAC referred 13 recommendations to committees and/or operational areas.

For several years the Program Review Committee has worked on revisions to the program review process and the specific prompts in preparation for moving to a completely on-line format that will also include a shorter annual version. In 2013 multiple programs used the paper version of the revisions, providing valuable feedback on the clarity of the revised prompts. The on-line version of Program Review will be launched in Spring 2014, somewhat later than originally anticipated. Moving to the on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication. Committee appointments are made for the academic year while this report covers a calendar year to better align with the institutional planning calendar.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science (Spring 2013)

Jamey Anderson, Faculty, Physical Science (Fall 2013)

Vice Chair: Katharine Muller, Administrator, Academic Affairs

Jamey Anderson, Faculty, Physical Sciences (Spring 2013)

Sara Brewer, Faculty, Communications (Fall 2013)

Sandra Burnett, Faculty, DSPS (Fall 2013)

Lin-San Chou, Faculty, Music (Fall 2013)

Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures

Sharon Jaffe, Faculty, ESL

William Lancaster, Faculty, Design Technology

Hannah Lawler*, Administrator, Institutional Research

Randal Lawson, Administrator, Executive Vice President

Erica LeBlanc*, Administrator, Academic Affairs

Sehat Nauli, Faculty, Physical Science (Spring 2013)

Mark Tomasic, Faculty, Dance

Mary-Jane Weil, Faculty DSPS (Spring 2013)

Daniel Berumen, Institutional Research (committee resource)

Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)

*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2013

The following programs submitted a full program review report, all of which were accepted by the committee:

- CalWORKS
- Center for Environmental & Urban Studies
- Counseling
- EOP&S
- ESL
- Financial Aid & Scholarships
- High School Initiatives
- International Education
- Life Sciences
- Media & Reprographics Services
- Pico Promise Transfer Academy
- Scholars
- TRiO

CTE Programs 2 Year Review

Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2013:

- Communications & Media Studies
- CSIS
- Sustainable Technologies

2013 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2013 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Explore ways to serve the CalWORKS population without the onus of the reporting requirements linked to current funding contracts. (CalWORKS)
2. Include “living campus signage” in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college. (Center for Environmental & Urban Studies)
3. Support the need for additional technology resources to address the mandates of SB 1456. (Counseling)
4. Develop a means for electronic capture of positive attendance and arranged hours to replace paper rosters for non-credit classes and reduce the possibility of incomplete data for FTES reporting. (ESL)
Note: this recommendation applies to all non-credit programs
5. Investigate the value of maintaining the SMC cable station. (Media & Reprographics Services)
6. Explore discussions with UCLA, at a higher administrative level, regarding the large number of international students interested in committing to a Scholars transfer program. (Scholars)

Recommendations of the Committee Based on Overarching Trends Observed

Every year issues of concern to more than one program emerge through reports submitted or committee discussion. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have been previously identified by the committee as overarching issues and continue to be expressed as a concern to at least one program.

Institutional Effectiveness

Assessment of institutional effectiveness has been sufficiently institutionalized that recommendations in this area have shifted from implementing processes, structures, and strategies to recommendations for improvements and refinements to processes and reporting, and expansion of support and training. The process by which the annual *Master Plan for Education* objectives is developed integrates Program Review recommendations, Board of Trustees Goals & Priorities, Academic Senate Objectives, College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational/Career Technical Education) and Strategic Initiatives. The Institutional Dashboard is now an annual report serving as another measure of effectiveness and a benchmark for improvement.

All programs are engaged in outcomes assessment, although the degree to which this is integrated into program planning varies. There is an institutional expectation that all programs will engage in assessment and evaluation for the purpose of program improvement, but each program determines how and to what level. The Program Review and Institutional Effectiveness Committees, along with the Office of Institutional Research, continue to provide and improve training and support to programs, particularly in interpreting data, refining assessments, and integrating this information into program planning and improvement. Creation of the ISIS portal for centralized collection and documentation of SLO data has improved monitoring and access to SLO data, however the system does not currently accommodate the recording of administrative unit outcomes assessments. In typical SMC fashion, this innovative system has prompted multiple programs and planning committees to request greater access and the ability to sort data in ISIS.

The DPAC institutional master planning process has been refined and tweaked in recent years to completely track and document the process and outcomes resulting in greater institutional understanding and awareness. The formatting and documentation of processes can serve as a model template for all institutional bodies to emulate.

1. Determine the efficacy of using the ISIS portal to centralize documentation of administrative program unit outcomes.
2. Refine the ISIS SLO portal to allow programs to sort SLO data more specifically.
3. Consider ways in which broad SLO information can be aggregated for utilization by appropriate planning bodies.
4. Implement training in the new on-line program review process.
5. Review the methods by which committees and planning bodies document processes and outcomes and make this information available.

Technology

Funding for technology maintenance and support is an ongoing concern for programs. For instructional programs, the ability to maintain equipment and licensing of software is a challenge, not to mention both internal and external pressures to adopt newer technologies to keep current with industry standards and adapt to rapid changes in the marketplace. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, staying abreast of changes in technology is critical to maintaining the SMC reputation for innovation, one reason the college is a premier destination for students. Technology is a powerful tool in the arsenal of innovation and innovation is a strength of the college and the focus of the I³ Strategic Initiative.

The demands on our technology infrastructure increase almost daily. Every system and process at the college is dependent on technology. Planning and decision making is based on the information obtainable through our technology infrastructure – which works as well as it does because of the dedication of the technology support staff working behind the scenes. Today’s students expect to literally access all information and maneuver every process with the swipe of a finger on the touch screen of a mobile device. They also expect to be able to use these devices everywhere. The demand for access, increasingly through wi-fi, and the need to maintain technology integrity and security is challenging. Capacity and staff are the factors that determine how well the college can address the demands for technology support and respond to the need to deliver more. While much has been done already to address growing technology needs and demands, the desire for some level of consistent, committed support is voiced regularly.

Every year more processes, support systems, documentation and information are moved to formats that are accessible electronically or digitally. While these are time intensive to produce, in the end it increases access and flexibility, thereby maximizing resources long- term and allowing the college to reach more students in their preferred modes and level of convenience. However, this also makes it imperative that staff, as well as students, have access to appropriate technology.

Through innovative practice faculty are shifting the teaching learning paradigm. Employment of technology is a big part of that shift. Initial acquisition of technology is often grant funded, but training in and maintenance and replacement of this technology adds to the growing demand on support staff and the budget. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues. Additionally, some of our older buildings lack sufficient infrastructure to support the technology needed by programs to support their curriculum.

Web and social media tools are increasingly the primary media for communicating information (institutional, program, event). Maintained properly, this information can always be current. Realistically, not all programs, committees, and operational areas have staff trained to perform this function, nor is there regular oversight to ensure information is appropriately linked and maintained. For example, documents may be regularly posted and updated on a committee website but not on the main college website. All posted information is required to be 508 compliant, but if the poster is unaware or unfamiliar with what this means the posting may be out of compliance. The need for training and support in creating and maintaining web and social media presence is a regular refrain from programs. More consistent monitoring of what and where information is being posted should be considered.

6. **Ensure an appropriate level of technology and instructional equipment maintenance and support is included in the district budgeting process every year.
7. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
8. **Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
9. **Develop training and implement strategies for assisting programs to maintain a web and social media presence.
10. Consider adding web and social media maintenance to job descriptions, where appropriate.
11. Develop a plan for monitoring and oversight of updates to and links between all college social media sites.

Curriculum

There is close collaboration and communication between the Curriculum and Program Review committees. That there are no recommendations related to curriculum is evidence that the curriculum processes are effective and instructional programs find their needs are being addressed.

Equity and Student Success

In recent years, the Office of Institutional Research has provided programs with more detailed data, including success, retention, and persistence rates by demographic group. On these measures, Black and Hispanic students consistently rate lower than the overall college population. While this disparity is reflected in national and state data, indicative that this issue is not unique to Santa Monica College, it is worth noting that programs increasingly identify seeking improvements in this area as a high priority.

Through long term support for the Adelante and Black Collegians programs, *Master Plan for Education* annual objectives, Board priorities, current work on the *Student Equity Plan*, and other activities, the College has institutionalized a commitment to improving student equity. An array of support services provided through different programs and venues have been shown to have a positive impact. However, beyond support services, current research indicates that the type of interaction and engagement with instructors has the greatest impact on student success – both positive and negative. Many programs express not knowing how or what they could do to improve the success and positive college experience of students of color. Given the number of programs identifying this issue, it seems timely to identify a formalized means for engaging the broader college community in ongoing dialogue and the sharing of strategies and practices shown to be effective. Further institutional research drilling down to determine the most impactful and scalable strategies would support such dialogue.

12. Identify a process for engaging the broader college community in dialogue focused on means to improve the success rates of Black and Hispanic students and identify research questions to inform this dialogue.

Support Services

The College provides an exceptional level of both student and instructional support services. Instructional support programs and activities include numerous tutoring labs, Supplemental Instruction (SI), and an excellent library. To address the decentralized structure of the various tutoring lab, a tutoring tracking system was implemented several years ago. This system allows the college to track who, how often and for which class(es) tutoring is being utilized. There is now sufficient longitudinal data available for greater depth of analysis. The desire for additional capability, particularly to enable on-line scheduling of tutoring, and for modifications, to fine tune tracking of required lab hours, has been expressed.

The SI program, now 5 years old, is an academic assistance program led by student peers - who are paid for their work. SI trains and employs students to serve as peer tutors for specific courses. Requests for SI support are initiated by instructors, who are then assigned an SI tutor for a specific section or sections. Initially focused on Math and English, the program is now responding to requests for SI support from faculty in other disciplines. Data results indicate that students who attend 5 or more SI sessions increase their grade by a half to a full letter grade in the SI related class. Challenges to expanding this effective practice include: identifying and training peer tutors for every instructor who wants one (turnover can be as frequent as every semester), and finding sufficient space to hold the SI sessions.

A plethora of student support programs are available at the College. These range from broadly focused services targeting all students, such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups, such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service, with additional support services varying from program to program. If there is a silver lining to the delayed construction and redesign of the Student Services building, it is the inclusion of greater flexibility in the design to enable the College to respond to shifts and changes in the delivery of student support programs and services.

There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success and retention. For example, as the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

13. **Identify proven effective practices implemented with target populations and evaluate scalability to the larger college population.
14. Explore modifications and additions to the tutoring tracking system desired by the tutoring staff.
15. Identify spaces that can be consistently allocated for SI sessions.
16. Review and refine the parameters used to determine the impact of student and instructional support services on student success.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

An ongoing concern relates to issues of total cost and to non-discretionary costs. It is the practice of the College to seek the best possible price for an item or contract, with the initial cost the determining factor. However, there can be hidden costs that impact the total cost of ownership, such as staff time, ongoing support or infrastructure needed, compatibility with existing systems etc. A method for assessing total cost of ownership could contribute to avoiding unintended consequences and costs that can disproportionately affect some areas. In tight budget times there is often pressure to reduce expenditures for contractual services. Not all contracts are discretionary, for example those for infrastructure maintenance and licensing. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that could improve budgeting and expenditure processes.

Thanks to a series of successful bond measures, multiple new buildings are in planning or under construction. All of these buildings will include more sophisticated infrastructure and technology than is currently in place. It is incumbent upon the appropriate planning bodies to ensure that human resource and budget planning include sufficient resources to staff, train, and maintain the advanced equipment and infrastructure in these buildings as they are completed. Additionally, most of our older buildings scheduled to remain in use for an extended period of time are in need of upgrades to provide a more conducive learning environment and/or increase capacity to deploy more advanced technology.

17. **Ensure an appropriate level of facilities maintenance and support is included in the district budgeting process every year.
18. Assess older buildings expected to remain in use for the foreseeable future and upgrade where possible.
19. **Investigate methods for assessing total cost of ownership.
20. **Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
21. **Inventory ongoing contracts for services that are critical to maintain and identify as non-discretionary.

Other

The College does an excellent job of promoting the institution as a whole. Even in bad budget times there was an understanding that maintaining some level of public presence would be crucial to our ability to respond when the enrollment shifted back to growth mode. That the college is on target for enrollment projections when other community colleges are struggling for enrollment supports this position. However, the committee notes that the desire for targeted marketing is often expressed across the board by instructional programs undergoing review.

22. **Develop a marketing plan that includes targeted marketing such as to promote CTE programs.
23. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The formula for collecting non-credit attendance FTES funding is based on attendance. Currently, there is no electronic method for capturing this information beyond inputting the information from paper rosters. This results in inconsistent and erratic timing of data capture. Developing a means for electronic capture of positive attendance would reduce the possibility of incomplete data for FTES reporting and provide more timely and accurate information for planning purposes.

24. Investigate development of an electronic positive attendance system.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of courses taken for professional development and retraining are not captured to the same degree as what is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs. In response to the new mandated Student Success and Support Program (SSSP) the college is developing strategies for ensuring students meet the Ed Plan requirements. This may be one way in which expanding educational goal information may be documented to improve data accuracy.

25. **Explore methods for capturing more accurate information on the reasons students enroll in specific courses.

Another expressed need, especially by CTE programs, is the desire for a consistent and effective way to track students and their employment or transfer when they leave SMC. Programs have used anecdotal information, self-reporting, and some social media platforms to gather information. The recent establishment of the Office of Campus and Alumni Relations may offer a structure for a more coordinated effort across programs that could provide a broader picture of student success and achievement after SMC.

26. **Explore a broader institutional approach to creating databases for tracking student achievement and success after SMC.

The college has entered a long term lease for a property near the main campus to serve as much needed storage for supplies, furniture, and other goods; warehouse for the bookstore; theatre arts prop storage; and, eventually, shipping and receiving. Maintaining historical records (ex. financial) that the college is required to keep, is a different type of storage. Records of this type are currently stored in a number of ways and places. To avoid a repeat of the recent records restoration needed after severe water damage to some of these documents, a system for systematically digitizing such records seems worth exploring. It should be noted that some units (Admissions & Records, Human Resources) are moving to digital storage.

27. **Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items that require only intermittent access.

Although the following items did not emerge as specific concerns from any program reviewed in 2013, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

28. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
29. **Explore strategies for succession planning, especially in areas where the loss of long-time staff can be anticipated, as well as encouraging and training future leadership at all levels of the institution.
30. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.

Activities

In addition to reviewing the self-studies for the listed programs, the Program Review Committee has been working on the implementation of the on-line program review process and developing training guidelines for using the system. Programs whose reports are due in Spring 2014 will have the option of inputting the report to the on-line system or submitting an electronic Word version. Submission of annual reports is scheduled for the end of Spring 2014. Long term, moving to the on-line system will make submission of both 6-year and annual program review reports easier and enable generation of multiple reports for use by institutional planning bodies. The committee expects to offer regular training in the on-line system even after the Spring 2014 rollout.

The committee also provided orientation, training, and individual support to programs scheduled to undergo review in 2013, implemented self-guided content-training documents and launched a new training website with these documents, met with the Institutional Effectiveness Committee and the Office of Institutional Research, and provided regular reports to DPAC.

BOARD OF TRUSTEES GOALS AND PRIORITIES, 2014-2015
Our Commitment to Access, Equity and Sustainability

Educational Advancement and Quality

1. Support a culture of evidence that fosters the use of rigorous methodology to monitor and improve institutional effectiveness and student progress.
2. Institutionalize initiatives that are effective in reducing the student equity gap, improving basic skills mastery in mathematics and English by, for example, deepening outreach into high schools, and expanding Summer JAMS and First Year Experience to include the development of pathways to transfer.
3. Strengthen and promote workforce/career technical programs and pathways such as EMERGE and the rebranding of the Academy of Entertainment and Technology, and improve CTE completion rates.
4. Support I³ and other innovative practices that address student need and increase student success.
5. Increase the number of full-time faculty members.

Fiscal Health and Internal Operations

6. Restore the financial health of the College through revenue-generation and cost control.
7. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
8. Build and maintain a reserve sufficient to protect against unforeseen circumstances.
9. Continue to implement the plan to safeguard post-retirement employee benefits.
10. Pursue and obtain appropriate external funding.
11. Enhance safety and emergency preparedness systems and procedures.

Community and Government Relationships

12. Foster community and government relationships and partnerships in fulfillment of SMC's vision and mission.
13. Ensure the continued success of Emeritus College.
14. Participate in the Cradle to Career Initiative, make progress on the Early Childhood Education Center, and strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

15. Maintain progress on all SMC facilities construction and transportation projects.
16. Work with partner agencies to support safe, convenient pedestrian, bicycle and bus connections between the 17th Street/SMC Expo station and campuses.

Discussed at Board Study Session 7/15/2014

Approved: 8/5/2014

Santa Monica College

Academic Senate Objectives for 2014-2015

1. Review and update senate bylaws
2. Revisit and update strategies to address softening enrollment
3. Contribute to the completion of a working draft of the Accreditation Self Evaluation by the end of the fiscal year.
4. Pilot and evaluate GRIT strategies (e.g., You + 1; Success Navigator) to integrate into institutional practices.
5. Continue to explore, implement, and evaluate strategies to support and promote equity
6. Implement a forward thinking vision for technology planning
7. Model and encourage civility and collegiality where there is a divergence of opinion.
8. Develop recommendations for a five-year plan for the hiring of full-time faculty.

Presentations/Reports/Actions at Board of Trustees Meetings

RELATED TO BOARD GOALS AND PRIORITIES

2012-2013, 2013-2014 (# indicated)

and

STRATEGIC INITIATIVES

2007-2008 – 2011-2012

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Career Technical Education

2012-2013 – 2016-2017

- GRIT (Growth/Resilience/Integrity/Tenacity)
- I³ (Institutional Imagination Initiative)

Date of Board Meeting	Major Presentation/Report/Action
June 3, 2014	Report: Title V (#2) Report: OPEB (#7) Action: Five-Year Construction Plan (#17)
May 6, 2014	Action: The Beijing Center for Chinese Studies Action: Award of Bid – Performing Arts Center East Wing (#16) Report: 2014 Institutional Effectiveness Update/Student Success Scorecard (#1) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#
April 1, 2014	Action: Contract with Big Blue Bus, 2014-2017(SI, #15)
March 4 2014	Report: Strategic Initiatives (GRIT and I ³) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#12)
February 4, 2014	Action: Receipt of 2012-2013 Audit Reports (#6) Report: Emergency Preparedness Update (#11)
January 14, 2014	Action: Energy Services Contracts (SI, #16) Report: Global Citizenship Initiative Annual Report, 2012-2013
December 10, 2013	Action: Resolution Approving, Authorizing and Directing the Preparation, Sale, Execution and Delivery of Certificates of Participation (#6, #16) Report: SMC Transfer Program 2012-2013 (#2) Report: Student Services Building Update (#16)
November 5, 2013	Update: Beijing Dance Festival, September 2013 Action: Amendment to Agreement with Blackboard Connect Ed (#11) Report: SMC Foundation (#10) Report: SMC and SMMUSD Collaborations Fall 2013 Update (#12, #14)
October 1, 2013	Report: Emergency Notification System Update (#11) Report: Enrollment Development (#2)
September 3, 2013	Action: Adoption of Budget (#6, #7, #8) Action: Other Post-Employment Benefits Funding Plan (#9) Action: Award of Bid – AET Campus and Parking Structure (#16) Action: Agreement for Engineering Services for Security Systems Upgrade (#11)
August 6, 2013	Action: Agreement for Mass Notification System (#11) Action: SMC Initiatives for Support Success of Student Veterans (#2) Report: Emeritus College Update (#13) Report: SMCCD Capital Outlay Program/Bond Construction Program (#16)
July 2, 2013	Recognition of Annual Global Citizenship Research Symposium (SI) Update: Professional Development Seminar in Beijing (SI) Action: Agreement for Architectural Services: Student Services Building (#16) Report: Overview of 2012-2013 Grant Funded Projects (#10)

June 4, 2013	Update: First Year Experience (#2) Report: STEM Initiative/Title V Building Foundations for Academic and Career Success Grant Update #2, #11) Action: Five- Construction Plan (#17) Action: Contract with Big Blue Bus, 2013-2014 (SI, #16)
May 7, 2013	Update: First Year Experience (#2) Action: New Faculty Positions (#5) Action: Real Estate Agreement for Exchange of Properties with City of SM and Expo (#17) Action: Resolution Authorizing Issuance of General Obligation Refunding Bonds (#17) Report: Institutional Effectiveness Update and Student Success Scorecard (#1)
April 2, 2013	Report: Community and Government Relations #13, #15) Update: Expo Light Rail Action: New Courses and Certificates (#2, #3)
March 5, 2013	Update: GRIT Action: The Beijing Center for Chinese Studies Report: Update on Strategic Initiative – GRIT (#2) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8) Action: Award of Bid, Information Technology Relocation (#17) Action: Contracts for Marketing, Community Outreach and Recruitment (#7, #13, #15)
February 19, 2013	Board of Trustees Study Session on Basic Skills and Student Success
February 5, 2013	Action: Acceptance of Grant by KCRW Foundation ((#10) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8)
January 15, 2013	Report: Global Citizenship Initiative
December 4, 2012	Report: Cradle to Career Initiative (#15) Report: Transfer Program (#2) Action: Issuance of 2012-2013 TRANS)#87)
November 13, 2012	Action: Resolution, Veterans Awareness Week (#2) Action: Agreement for Program and Construction Management for District Bond Construction Program (#17) Report: Institutional Effectiveness and ARCC Report (#1)
October 2, 2012	Report: Workforce and Economic Development (SI, #3)
September 6, 2012	Action: Adoption of 2012-2013 Budget (#7, #8 #9) Action: Energy Services Agreement with Compass Energy Solutions Action: Agreement for Architectural Services and Agreement for Consultant – Early Childhood Education Center (#17) Action: Energy Services Agreement (#17, #18) Report: Update, Student Services Building (#17)
July 17, 2012	Action: First Reading, Board Policy Sections 6335 and 6320, Facilities (#18) Action: Acceptance of Grants and Budget Augmentation (Title V) (#11) Report: Overview of 2011-12 Grant Funded Projects (#11)
June 5, 2012	Report: Campus Sustainability
June 5, 2012	Report: Basic Skills
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education
September 6, 2011	Report: Global Citizenship Initiative

June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the “30/10 Plan” for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability
April 14, 2008	Report: Global Citizenship Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative
October 8, 2007	Report: Global Citizenship
August 13, 2007	Report: Transportation Initiative Report: Sustainable Campus

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

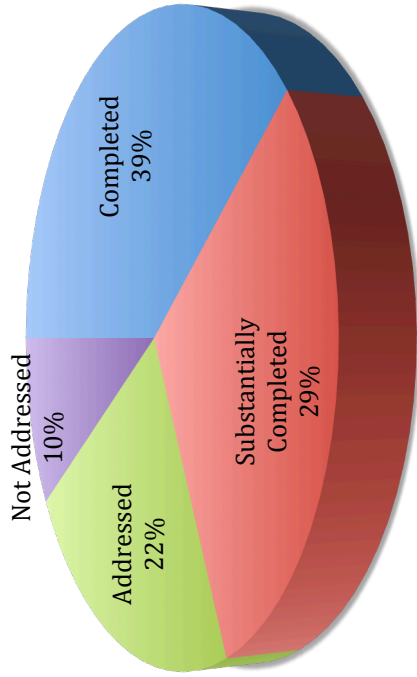
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i></p>								
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing?"						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓				
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓			
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓			
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓				
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓		
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓				
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓		
15. To develop and implement an improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.							✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.							✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
17. To develop and implement a more extensive orientation process for newly hired classified employees.								✓
18. To complete review of health benefit options (including those for retirees) by the Health Benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓			
19. To facilitate District implementation of the Hay Classification Study.							✓	
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓	
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.								✓
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.								✓
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet-accessible storage location.					✓			
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.						✓		
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓		✓			
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through-put.						✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.							✓	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.							✓	
29. To complete the online work order system.						✓		
30. To develop campus directional signage on all campuses to facilitate navigation of facilities by students staff and visitors.							✓	
31. To replace existing energy management systems (generators) and heating systems (boilers) to address new AQMD requirements.			✓		✓			
TOTALS								
31 Institutional Objectives								
	2	0	2	1	12	9	7	3

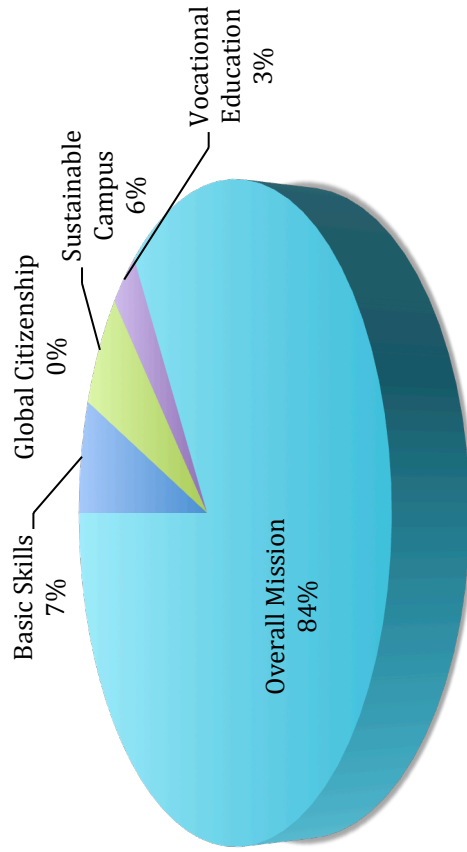
Institutional Objectives, 2006-2007 Level of Completion



31 Institutional Objectives

- 12 Completed
- 9 Substantially Completed
- 7 Addressed
- 3 Not Addressed

Institutional Objectives, 2006-2007 Related to Overall Mission and Strategic Initiatives*



31 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 2 Sustainable Campus
- 1 Vocational Education
- 26 Overall SMCCD Mission

**The Strategic Initiatives had not yet been determined*

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2007-2008</p>								
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		

INSTITUTIONAL OBJECTIVES

2007-2008

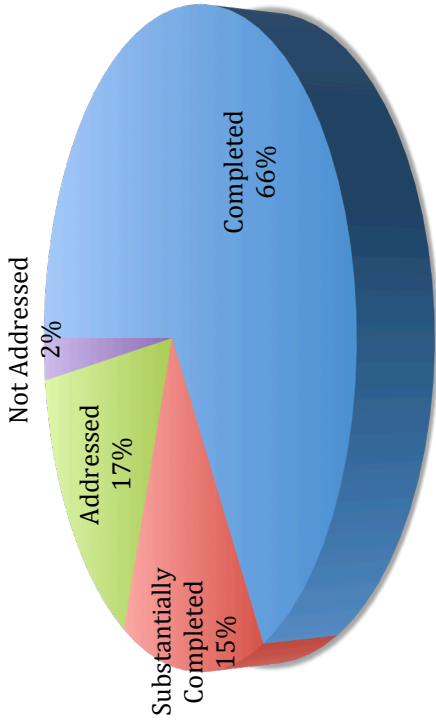
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.					✓			
20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓	✓		✓			

INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.						✓		
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies							✓	
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS 41 Institutional Objectives	6	1	5	3	27	6	7	1

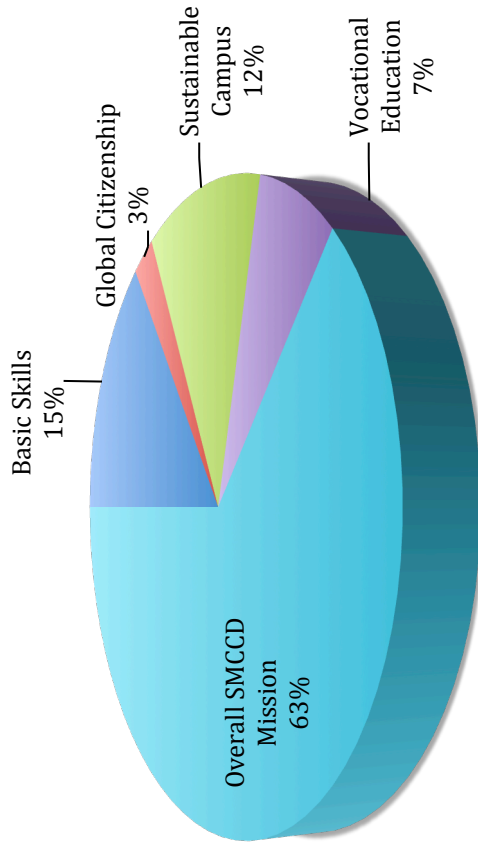
Institutional Objectives, 2007-2008 Level of Completion



41 Institutional Objectives

- 27 Completed
- 6 Substantially Completed
- 7 Addressed
- 1 Not Addressed

Institutional Objectives, 2007-2008 Related to Overall Mission and Strategic Initiatives



41 Institutional Objectives

- 6 Basic Skills
- 1 Global Citizenship
- 5 Sustainable Campus
- 3 Vocational Education
- 26 Overall SMCCCD Mission

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2008-2009</p>								
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓			
2. To make progress toward filling vacant classified positions.					✓			
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓	
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓	
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or “area of emphasis” of at least 18 units.					✓			
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓			
7. To expand staff development and training opportunities for Distance Education faculty.					✓			
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (✓	✓			
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓		✓		
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓		✓		
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓	✓			
18. To implement a pilot program of providing library instructional services to students at satellite sites.					✓			
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.						✓		
20. To institutionalize Early Alert training as part of new faculty orientation.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	

INSTITUTIONAL OBJECTIVES

2008-2009

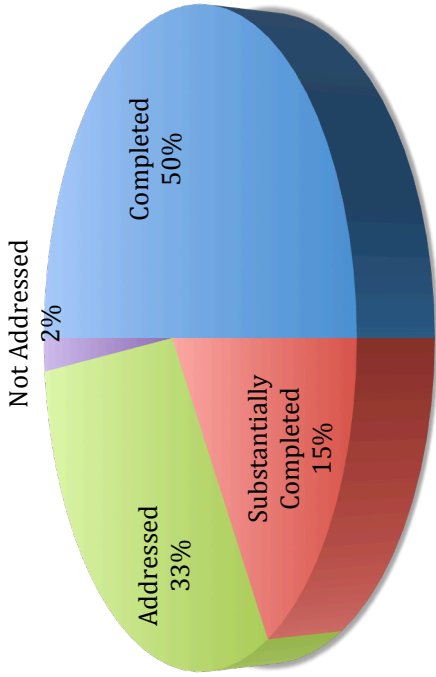
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓		
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓			
33. To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.								✓
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓	
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓	
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓	
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓			✓		
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓			✓		
39. To hire permanent classified staff to support sustainability initiatives.			✓			✓		
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓			✓		
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓			✓		

INSTITUTIONAL OBJECTIVES

2008-2009

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

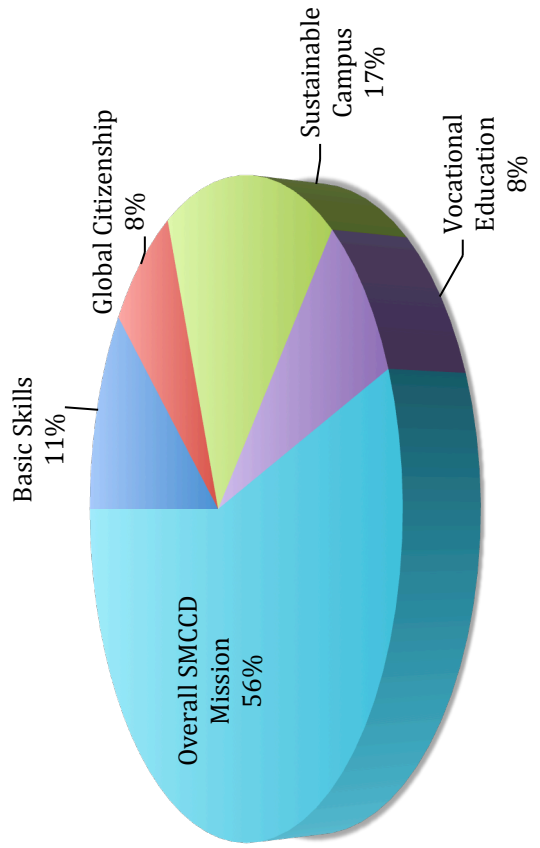
Institutional Objectives, 2008-2009 Level of Completion



52 Institutional Objectives

- 26 Completed
- 8 Substantially Completed
- 17 Addressed
- 1 Not Addressed

Institutional Objectives, 2008-2009 Related to Overall Mission and Strategic Initiatives



52 Institutional Objectives

- 6 Basic Skills
- 4 Global Citizenship
- 9 Sustainable Campus
- 4 Vocational Education
- 29 Overall SMCCCD Mission

Santa Monica Community College District

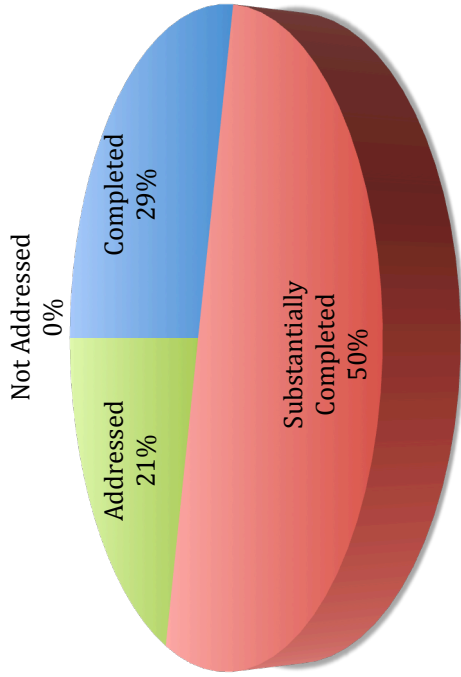
Eight-Year Study of Institutional Objectives
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Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a college-wide plan for the funding, implementation and maintenance of Career Technical programs.				✓	✓			
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		

**INSTITUTIONAL OBJECTIVES
2009-2010**

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
7. Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKS, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions c. Possible integration of services, and d. Review of services provided and strategic support by the general fund and other funding sources.						✓		
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
9. Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓			✓		
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS 14 Institutional Objectives	1	1	1	1	4	7	3	0

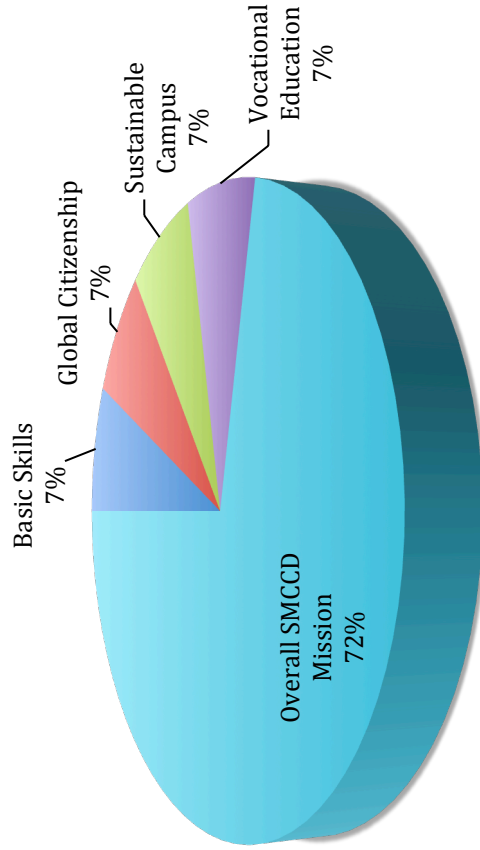
Institutional Objectives, 2009-2010 Level of Completion



14 Institutional Objectives

- 4 Completed
- 7 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2009-2010 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 1 Basic Skills
- 1 Global Citizenship
- 1 Sustainable Campus
- 1 Vocational Education
- 10 Overall SMCCD Mission

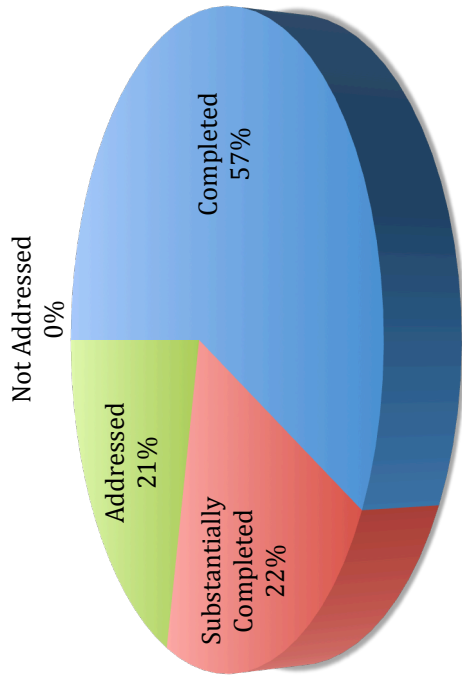
Santa Monica Community College District
 Eight-Year Study of Institutional Objectives
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 and Level of Completion

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.							✓	
2. Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.						✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.	✓							✓

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2010-2011									
9. Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.					✓				
10. Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓				
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>	✓				✓				
12. Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. <i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i>							✓		
13. Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>			✓		✓				

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES</p> <p>2010-2011</p> <p>14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>					✓			
TOTALS	2	0	3	1	8	3	3	0
14 Institutional Objectives								

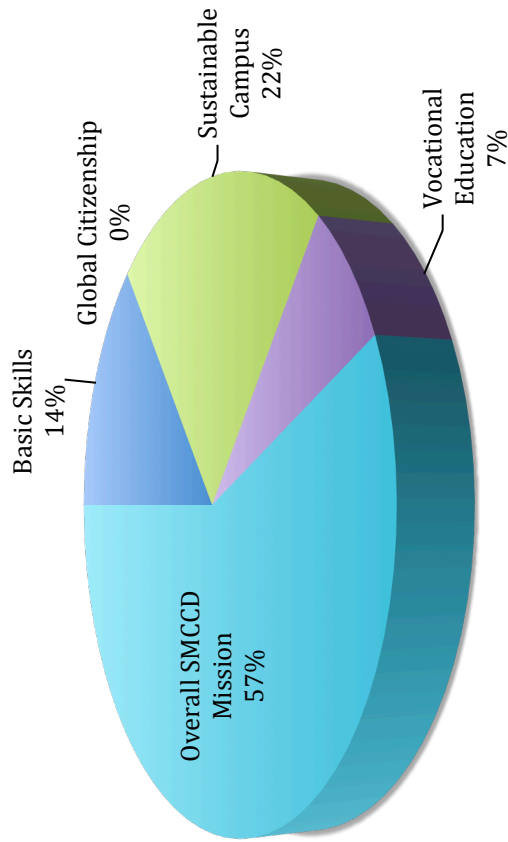
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2010-2011 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 3 Sustainable Campus
- 1 Vocational Education
- 8 Overall SMCCD Mission

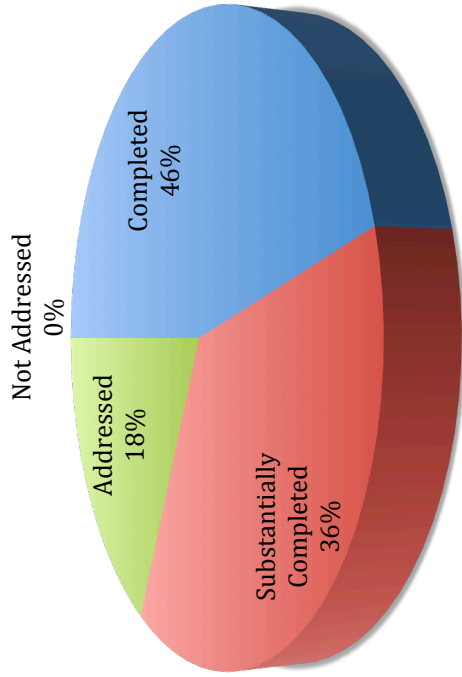
Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2011-2012</p>								
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓						✓					
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		✓					✓					
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..							✓					
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.							✓					
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.											✓	
TOTALS 11 Institutional Objectives	2	1	2	0	0	5	4	2	0	2	0	0

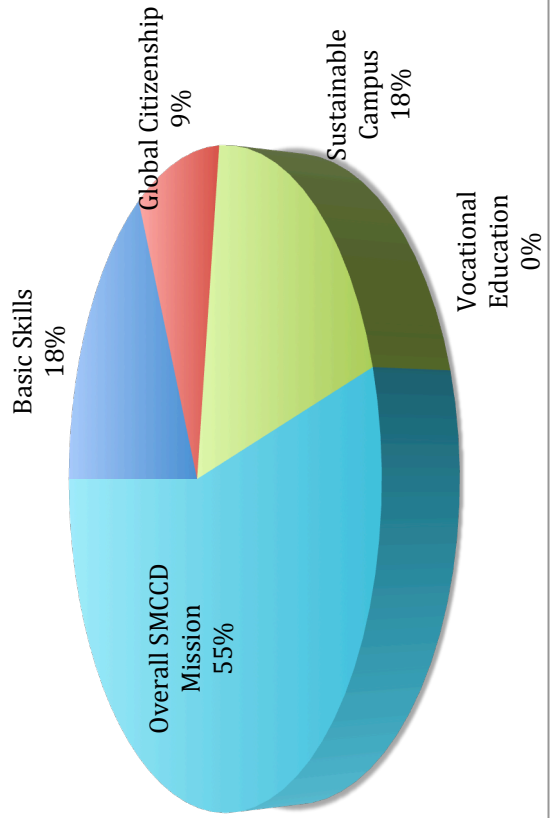
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

- 5 Completed
- 4 Substantially Completed
- 2 Addressed
- 0 Not Addressed

Institutional Objectives, 2011-2012 Related to Overall Mission and Strategic Initiatives



11 Institutional Objectives

- 2 Basic Skills
- 1 Global Citizenship
- 2 Sustainable Campus
- 0 Vocational Education
- 6 Overall SMCCD Mission

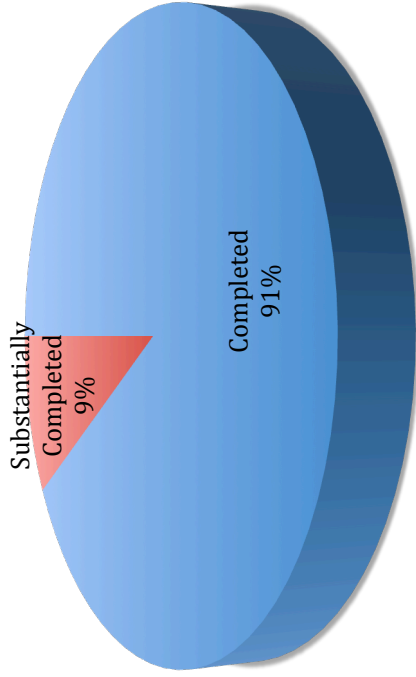
Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2012-2013</p> <p>1. To identify and implement strategies to assist programs in maintaining a web and social media presence.</p> <p>2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.</p> <p>3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.</p> <p>4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.</p> <p>5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.</p> <p>6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.</p>	✓		✓			✓		✓			

Strategic Initiatives	College Priorities					Completion Status							
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed				
<p style="text-align: center;">INSTITUTIONAL OBJECTIVES 2012-2013</p> <p>7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.</p> <p>8. To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p> <p>9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p> <p>10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p> <p>11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>	GRIT	✓					✓						
	Institutional Imagination (I ³)	✓					✓						
							✓						
							✓						
							✓						
							✓						
							✓						
							✓						
							✓						
							✓						
							✓						
TOTALS						3	4	2	0	0	1	0	0
11 Institutional Objectives													

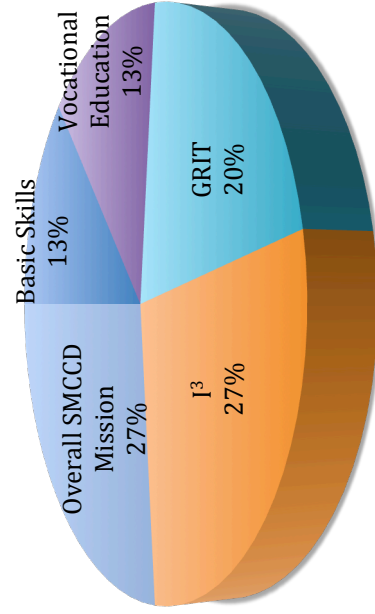
Institutional Objectives, 2012-2013 Level of Completion



11 Institutional Objectives

10 Completed
 1 Substantially Completed
 0 Addressed
 0 Not Addressed

Institutional Objectives, 2012-2013 Related to Overall Mission, District Priorities and Strategic Initiatives



11 Institutional Objectives

4 Institutional Imagination (I³)
 3 GRIT
 2 Basic Skills
 2 Vocational Education
 0 Global Citizenship
 0 Sustainable Campus
 4 Overall SMCCCD Mission

Santa Monica Community College District

Eight-Year Study of Institutional Objectives

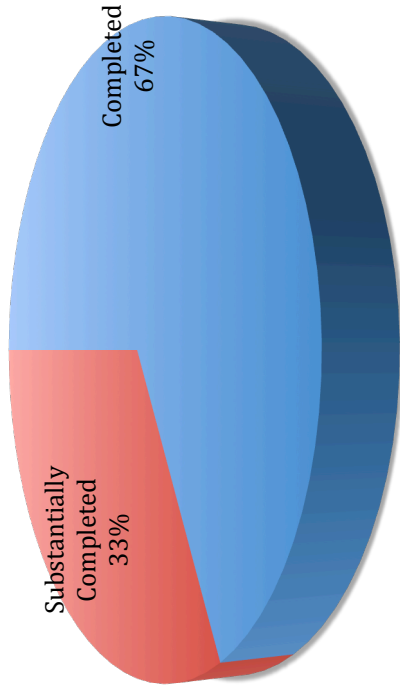
Mapped to Strategic Initiatives, College Priorities

and Level of Completion

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status				
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed	
<p>INSTITUTIONAL OBJECTIVES</p> <p>2013-2014</p> <p>1. To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.</p> <p>2. To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.</p> <p>3. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.</p> <p>4. Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.</p> <p>5. To further implement the Institutional Imagination Initiative (I3) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.</p> <p>6. To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.</p>	✓				✓		✓					

Strategic Initiatives	College Priorities					Completion Status						
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed			
INSTITUTIONAL OBJECTIVES 2013-2014	GRIT											
	Institutional Imagination (I3)											
7. To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.					✓	✓						
8. To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.			✓				✓					
9. To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy	✓			✓		✓						
TOTALS						3	2	3	6	3	0	0
9 Institutional Objectives												

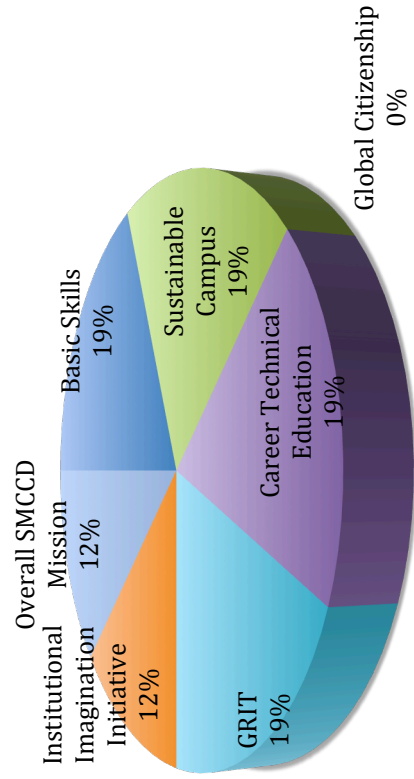
Institutional Objectives, 2013-2014 Level of Completion



9 Institutional Objectives

- 6 Completed
- 3 Substantially Completed
- 0 Addressed
- 0 Not Addressed

Institutional Objectives, 2013-2014 Related to Overall Mission, District Priorities and Strategic Initiatives

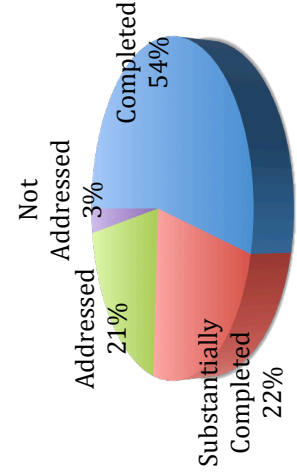


9 Institutional Objectives

- 3 Institutional Imagination (I³)
- 3 Basic Skills
- 3 Career Technical Education
- 3 Sustainable Campus
- 2 GRIT
- 2 Overall SMCCD Mission
- 0 Global Citizenship

Santa Monica Community College District

Strategic Initiatives	Overall SMCCD Mission	College Priorities				Completion Status						
		Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed			
INSTITUTIONAL OBJECTIVES 2006-2007 – 2013-2014												
2006-2007 TOTALS												
31 Institutional Objectives	26	2	0	2	1	12	9	7	3			
2007-2008 TOTALS												
41 Institutional Objectives	26	6	1	5	3	27	6	7	1			
2008-2009 TOTALS												
52 Institutional Objectives	29	6	4	9	4	26	8	17	1			
2009-2010 TOTALS												
14 Institutional Objectives	10	1	1	1	1	4	7	3	0			
2010-2011 TOTALS												
14 Institutional Objectives	8	2	0	3	1	8	3	3	0			
2011-2012 TOTALS												
11 Institutional Objectives	6	2	1	2	0	5	4	2	0			
2012-2013 Totals												
11 Institutional Objectives	4	2	0	0	2	10	1	0	0			
2013-2014 Totals												
9 Institutional Objectives	2	3	0	3	3	6	3	0	0			
2006-2007 – 2013-2014 TOTALS												
183 Institutional Objectives	111	24	7	25	15	98	41	39	5			



Recommendations from the Institutional Effectiveness Committee

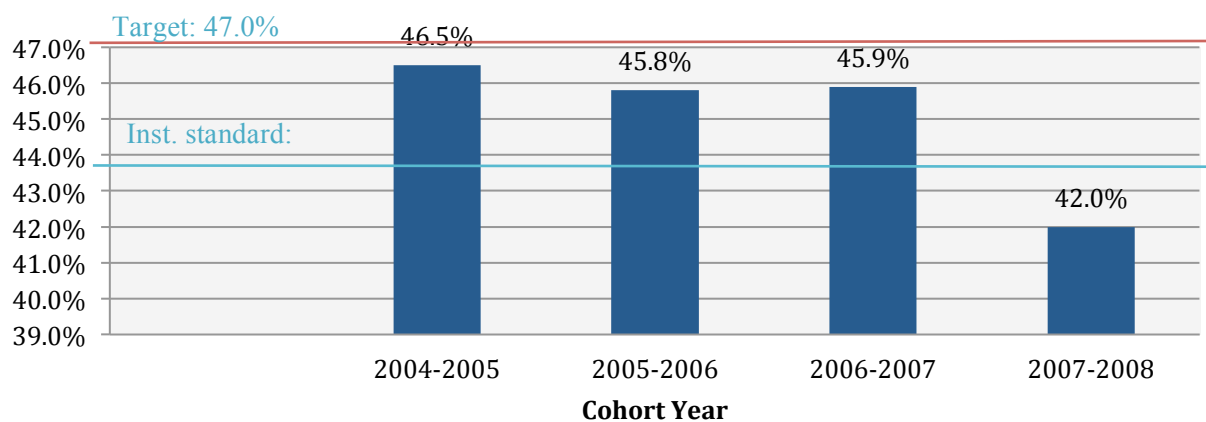
The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the Program Review and Institutional Planning processes. During the 2013-2014 academic year, the IE Committee examined the College's performance on the 2014 Institutional Effectiveness Dashboards, analyzed Institutional Learning Outcomes (ILO) and Core Competency data, and reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs). The Committee presents four recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2014-2015 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data.

Recommendation: Career Technical Education (CTE) Completion

CTE Completion Rate is calculated by dividing the number of students in the CTE cohort who earn a Certificate of Achievement, Associate Degree, or transfer to a four-year institution within six years of entry by the number of students in the CTE cohort. The CTE cohort is defined as first-time freshmen who earned 12 or more credits and attempted an advanced occupational course within six years of entry. The data indicate that the College's performance on the CTE Completion Rate on the Institutional Effectiveness Dashboard falls below both the institution-set standard and the target goal (see Figure 1).

The IE Committee recommends that the College investigate and implement strategies to increase the CTE completion rate. Examples of strategies to consider include submitting departmental certificates data to the Chancellor's Office Management Information Systems (MIS), automatically awarding certificates and degrees to students who meet the award requirements, and improving the advertisement of the CTE award requirements.

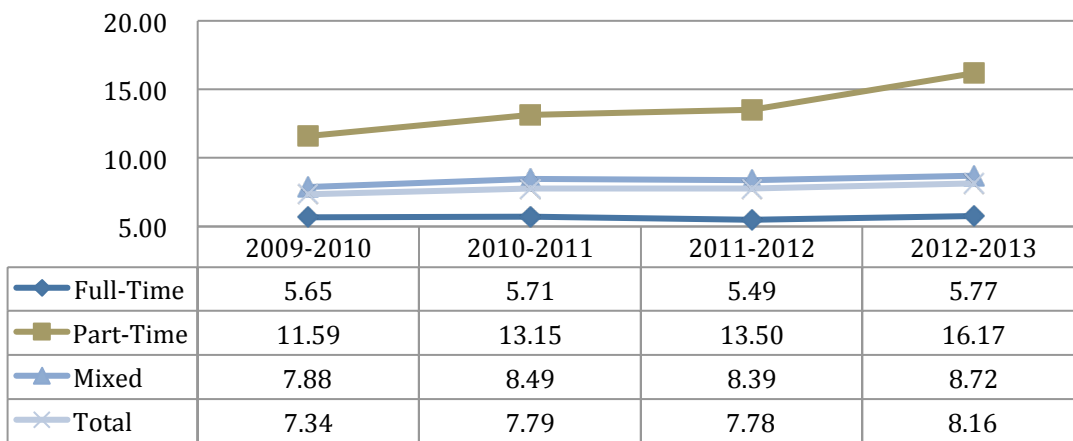
Figure 1. CTE Completion Rates, Cohorts 2004-2005 to 2007-2008



Recommendation: Semesters to Associate Degree Completion

The College began to report performance on the Semesters to Associate Degree Completion Institutional Effectiveness metric for the first time in the 2014 Institutional Effectiveness Report/Dashboard. The data indicate that among students who earned an Associate Degree in 2012-2013 (and exclusively attended SMC), the average number of semesters to complete the degree was 8.16 and the figure has increased by 0.82 semesters over the last four years (see Figure 2). **The IE Committee recommends that the College further examine the Average Semesters to Associate Degree Completion data in order to gain a better understanding of how external factors impact students' progress towards degree completion and to determine an appropriate institution-set standard for this indicator.**

Figure 2. Average Semesters to Associate Degree Completion



Recommendation: Student Equity

The IE Committee initially analyzed preliminary longitudinal data on core and ILO mastery rates for all course SLOs and broad-based by student demographic variables. The data revealed that for all core competencies and ILOs, gaps in outcomes performance exist for African American and Hispanic students, but the impact was greatest for African American students. Upon further analyses, the IE Committee found that the trend existed, even among African American and Hispanic students placed into college-level courses (see Figures 3 and 4), suggesting that the gap in outcomes performance may be attributed to factors other than English and math preparedness. **The IE Committee recommends that the College further investigate and implement strategies to increase the learning outcomes of African American and Hispanic students.**

Figure 3. ILO Mastery Rates by Ethnicity/Race and English Placement Level

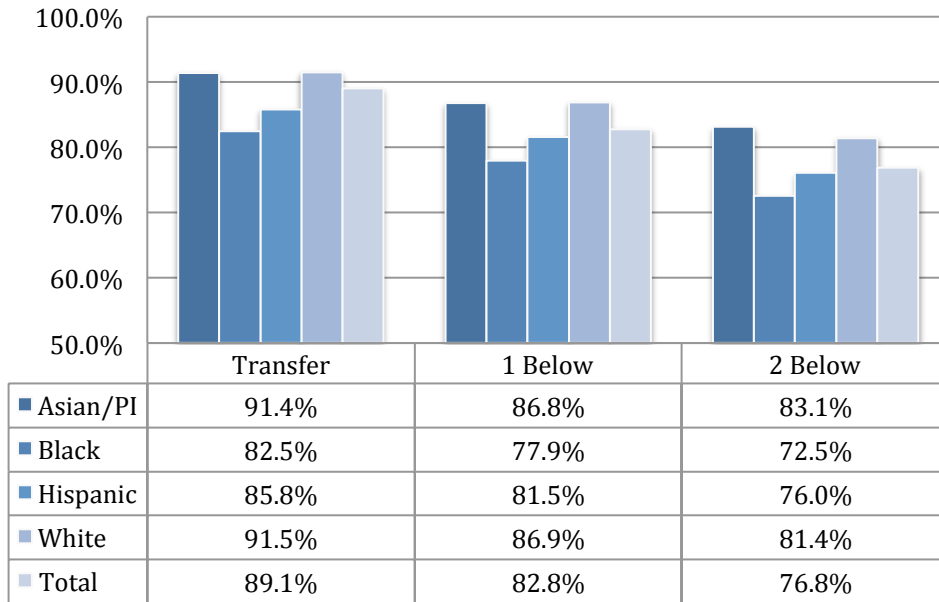
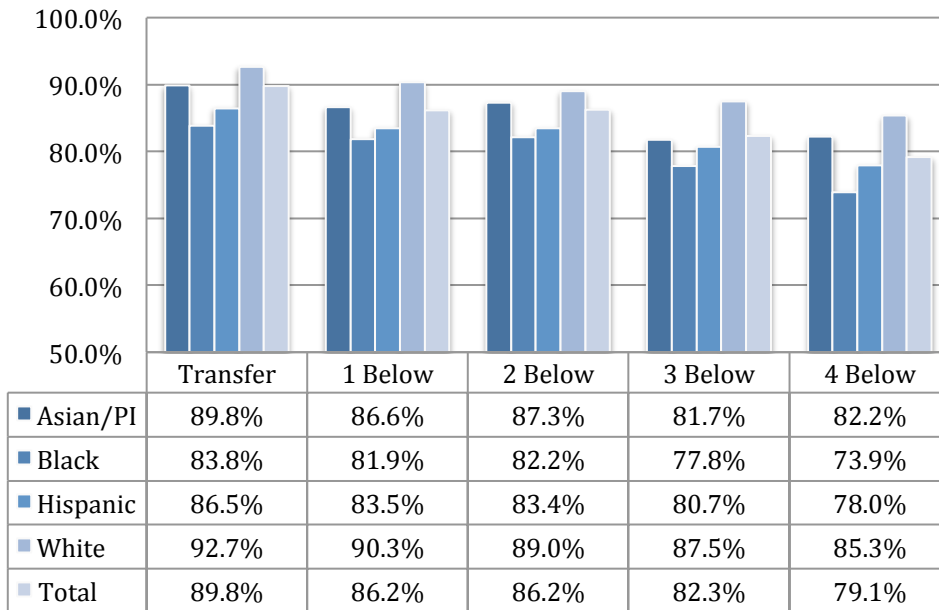


Figure 4. ILO Mastery Rates by Ethnicity/Race and Math Placement Level



Recommendation: Professional Development Data

It has been a challenge to assess the effectiveness of professional development activities reliably and systematically, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development is a future key indicator of the Supportive Collegial goal. This indicator is important as one of the recommendations from SMC's 2010 accreditation visit directly relates to establishing a professional development evaluation process that "recognizes and serves all members of the college community and that leads to the improvement of teaching and learning". **The IE Committee recommends that the College investigate and implement procedures to collect professional development evaluation data systematically.**

Recommendation: Administrative Unit Outcomes Content Repository

The development of the ISIS portal to collect student-level course and counseling SLOs has increased analyses and use of SLO data to inform program planning. However, the system does not currently accommodate the documentation of non-counseling student and academic support services and administrative Unit Outcome (UO) statements and results because these outcomes are not assessed at the student level and so cannot be tied to student identification numbers nor can they be mapped to Institutional Learning Outcomes that are assessed at the student level as well. In order to increase access to unit outcome data for these programs, **the IE Committee recommends that the College adopt a technology tool that organizes and stores UO statements and summary data to assist programs in assessment and evaluation activities.**

Santa Monica Community College District
Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

- To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.
- To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

- To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.
- To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.
- To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.
- To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.
- To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;
- To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.
- To provide for long-range development planning at the Olympic Shuttle site.
- To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.
- To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.
- To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Technology Objectives 2014-15

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. All student computerized classrooms and labs are updated to base-line level Dell GX520 (or equivalent) with either upgraded computers or Virtual desktop solutions, except some of the Library computers. Other student workstations due for replacement include: 1 computerized classrooms at AET, 1 computerized classroom for Art and 150 computers/thin clients for virtual workstations (Library & podium computers). Due to general funding reduction, grants opportunity is desired.

Contact: Steve Peterson
Budget: TBD
Status: Pending

Objective 2 Campus Wide Software Needs

District has committed funds for identified core requirement of campus-wide software such as Microsoft campus agreement, anti-virus/malware software, and other system management tools. The recent Adobe campus licensing model is a great opportunity to enable all District computers to freely utilize Adobe CS suite product. However, the pricing model presents challenge due budget constraints.

Contact: Steve Peterson
Budget: \$125,000 – District general fund
Status: Pending

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests. There are approx.15 new computers required for new full-time faculty and at least 30 replacement required for this year.

Contact: Steve Peterson
Budget: TBD
Status: Pending

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. It has been identified that the College has 50 classrooms required technology enablement and there are ongoing needs for update/replacement. Priority of this year is identified by the English (7) and Counseling (1) for new smart carts and 1 smart classroom replacement for the Library.

Contact: Al DeSalles
Budget: TBD
Status: Pending

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: \$6,000 – TBD
Status: Pending

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.

Contact: Steve Peterson
Budget: \$20,000 – TBD
Status: Pending

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.

Contact: Patricia Ramos (Instructional), Steve Peterson (Technology)
Budget: CTE grant
Status: in progress

Objective 8 Campus-wide network infrastructure upgrade - continued from 12-13

Complete the implementation phase of College network core switch 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. College has identified 40 classrooms to enable WiFi with density coverage for instructional purpose. Technical team is continuing to build 10GB core capacity for multi-campuses, as well as main campus buildings.

Contact: Bob Dammer/Dan Rojas
Budget: Construction/Infrastructure bond fund
Status: Implementation – in progress

Objective 9 Campus-wide virtualization desktops implementation

The technology technical team evaluated the virtual application/desktop technology and selected Citrix as the pilot implementation solution. The pilot/first phase project include GIS virtual lab, Library virtual workstations, and classroom podium/multimedia carts virtual workstations. GIS lab is on production. CSIS, Library, and classroom podium/multimedia carts are in the plan to be enabled as soon as possible.

Contact: Jocelyn Chong/Josh John
Budget: Staff resource
Status: Implementation in progress

Objective 10 Expand the functionality of WebSIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Major projects are identified to complete student self-serve education planner and customer relationship management (CRM) to support Student Success Support Program.

Contact: Lee Johnston
Budget: Staff resource
Status: In progress

Objective 11 Support Student First Year Experience to implement student/faculty mobile device management system and technical support

As mobile devices get widely adoption, faculty, staff, and students are either bring in their own devices or use College mobile devices for business productivity and personal use. The College established network/computer use policy requires frequent review and update. Mobile devices (both College owned and personal owned) and associate security policy needs to be developed to guide users on security awareness, technology best practices, and effective usage.

Contact: Jocelyn Chong
Budget: TBD
Status: Planning

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 13-14

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. Also included in the plans are Information Technology, Media Services operational areas and staff offices, as well as Teaching/Learning Center.

Contact: Jocelyn Chong/Bob Dammer
Budget: Construction infrastructure fund
Status: Phase I completed in July.

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development. Webhelpdesk software is purchased to implement an online support system that streamlines IT support procedures and process. Also included is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation of updated solution

Objective 14 MIS Information System Software update

Plan, evaluate, and implement updated version of Oracle infrastructure application suites. This is a much delayed project that needs to be put on first priority to ensure the College Information

System is at an up-to-date version which complies with security requirements, maintains compatibility with updated web browsers, and take advantages of increased functionalities.

Contact: Lee Johnston
Budget: MIS team
Status: Planning

Objective 15 Implementation of staff/faculty Identity Management (IM) to streamline employee new hire/position changing/separation technology authorization process

Facilitate staff/faculty technology resource provisioning process with an automated Identity Management system. The result facilitate employees to efficiently gain authorized access to network/software/phone/doors and other technology resources.

Contact: Lee Johnston
Budget: MIS team
Status: Pending

Objective 16 Digital learning material technology evaluation

Evaluate support models of eTextbook adoption plans, courseware integrations, mobile/handheld device, and accessibility to develop a feasible implementation plan to support the needs. Digital learning environment requires sound solution of video/audio instructional screen cast/lecture capture tools, media repository, and on-demand streaming solutions.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Objective 17 Support technical implementation of campus safety technology plan

There are multiple campus safety measures involve technology implementations, Proper technology solutions, procedural definitions, and process flows are being reviewed/updated/implemented. Emergency notification system was completed in 13-14. Updated surveillance camera and electronic door access systems are currently being evaluated and planned for 14-15 implementations.

Contact: Bob Dammer/Jocelyn Chong
Budget: TBD
Status: In progress.

Objective 18 College technology resource disaster/recovery plan

Evaluate, plan, and implement the disaster/recovery process and procedure of SMC website, faculty/student ISIS portal access, and other identified needed technology resources during a disastrous event.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2013-2014

During 2013-2014, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Vision, Mission, and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 10 recommendations approved by DPAC during 2013-2014 grouped by its relationship to the Vision, Mission, and Goals – Supporting Goals.

Goal 1 Innovative and Responsive Academic Environment
Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community
 #131-A Approval of Institutional Objectives, 2013-2014
 October 9, 2013

Goal 2 Supportive Learning Environment
Provide access to comprehensive student learning resources such as library, tutoring and technology.
Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

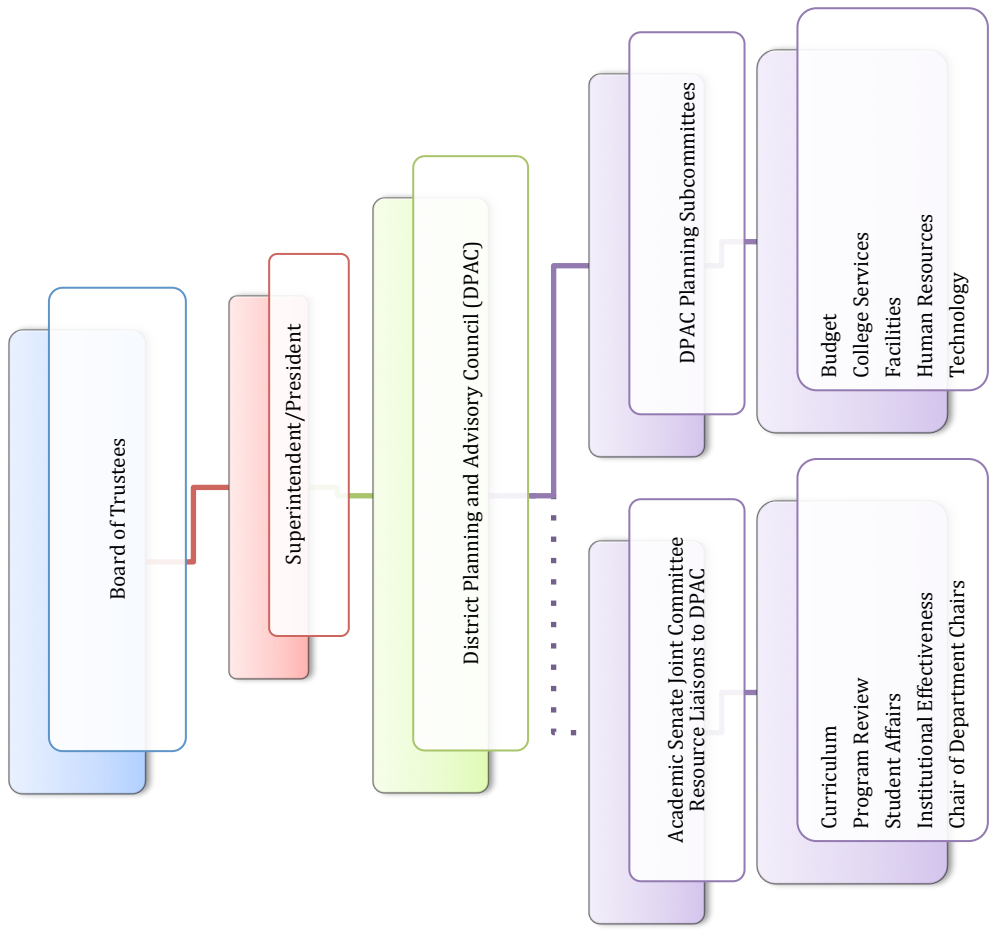
Goal 3 Stable Fiscal Environment
Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources
 #129-C DPAC concurred with the Budget Subcommittee’s recommendation on an OPEB funding plan
 July 24, 2013

Goal 4 Sustainable Physical Environment
Apply sustainable practices to maintain and enhance the college’s facilities and infrastructure including grounds, buildings and technology.
 #134-A Proposed Board Policy – Art in New Construction Projects
 March 26, 2014

Goal 5 Supportive Collegial Environment
Employ decision making and communication processes that respect the diverse needs of the entire college community
 #132-A DPAC approved Facilities Subcommittee recommendation that the college planning of future building projects incorporate at least one gender neutral restroom
 November 13, 2013
 #133 Approved BP/AR Whistleblower Protection
 January 8, 2014
 #135-A Proposed revisions to Board Policy Section 2440 – Smoke Free Campus
 April 9, 2014
 #137-C Proposed revisions to Administrative Regulation 2440 –Smoke Free Campus
 June 11, 2014
 #139-A Proposed Revisions to Board Policy Section 3120 –EEO
 June 25, 2014

Organizational Functions
 #130-A Approval of the DPAC 2012-2013 Annual Report
 August 28, 2013
 #138-A Election of Vice-Chair, 2014-2015
 June 11, 2014

Santa Monica College
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)



MASTER PLAN FOR EDUCATION

2015-2016 Update



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2015-2016 UPDATE**

2015-2016 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2015-2016 UPDATE
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Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2015-2016 UPDATE

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. This last occurred in Fall 2011, and the strategic planning summary was included in the 2013-2014 *Master Plan for Education* Update.

This most recent strategic planning effort resulted in two new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity) and I³ (Institutional Imagination Initiative). To address the concern of the Strategic Planning Task Force that it should not appear that the four previous strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical Education—have been in any way “abandoned” to make way for the new 2012-2017 strategic initiatives, the District Planning and Advisory Council (DPAC) agreed that the four 2006-2011 institutional objectives would continue to be “tracked” in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives.

This 2015-2016 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2014-2015 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (70% of the ten 2014-2015 institutional objectives were determined to be either Completed [60%] or Substantially Completed [10%.]) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents and reports are included as addenda:

- Program Review 2015 Planning Summary
- Board of Trustees Goals and Priorities, 2015-2016
- Academic Senate Objectives, 2015-2016
- Presentations/Reports/Actions at Board of Trustees Meetings related to Board Goals and Priorities, Strategic Initiatives/College Priorities, 2007-2008 – 2014-2015
- Eight-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Recommendations from the Institutional Effectiveness Committee in 2014-2015
- Master Plan for Technology Objectives, 2015-2016
- Capital Outlay Program Update, 2015
- SMC Annual Report for 2014-2015 (Introduction)
- DPAC Annual Report Summary of Actions, 2014-2015

In preparation for formulating institutional objectives for 2015-2016, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes. The Institutional Objectives were reviewed by the senior administrative staff and accepted by the Superintendent/President.

This final document is the result of review and approval by the District Planning and Advisory Council, and review and acceptance by the SMC Senior Administrative Staff and Superintendent/President.



Santa Monica Community College District

Vision, Mission, and Goals

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality undergraduate degrees and certificates and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012

Revised 6/2013 (ILO #5 approved by Academic Senate)

Revision approved by DPAC: 3/25/2015, Board of Trustees: 4/7/2015

Santa Monica Community College District
Master Plan for Education Update

Institutional Objectives, 2015-2016

Number	Institutional Objective
#1	Complete and submit the 2016 Accreditation Self Evaluation report, identifying two to three major areas for improvement to include in the Quality Focus Essay and the seven year accreditation cycle.
#2	Develop guidelines for defining program-level set standards for degree and certificate completion, a timetable for instructional programs to implement and assess these standards, and a plan to integrate this reporting into the program review process.
#3	Ensure results of the Student Equity pilot programs are widely shared to inform program and institutional dialogue around improving success, retention, and outcomes performance of African-American, Latino/a, and other target group students.
#4	Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.
#5	Explore and inventory unmet space needs and physical facilities available to accommodate those needs, including program space (e.g. Supplemental Instruction) and office space (e.g. to accommodate part-time faculty office hours).
#6	Develop means to identify and integrate the total cost of ownership into the procurement processes.
#7	Develop a plan for establishing consistent baseline funding for technology, infrastructure, and the staff needed to maintain and support all areas of the College in alignment with the Technology Master Plan.
#8	Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets.
#9	To address logistical challenges facing students in using instructional support services.
#10	Explore and pilot the use of non-traditional data collection methods and/or third-party data collection sources to more effectively track job placement of CTE students.
#11	Develop and implement a long-term plan to increase the percentage and net number of full-time faculty. The plan will include a target percentage, timelines, and benchmarks.
#12	To organize and begin operating an Applied/Service learning center that will expand and support service learning experiences and volunteer opportunities for students.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 1</p> <p>Complete and submit the 2016 Accreditation Self Evaluation report, identifying two to three major areas for improvement to include in the Quality Focus Essay and the seven year accreditation cycle.</p>	<p><i>Responsible Area(s)</i></p> <p>Accreditation Steering Committee Campus Community Accreditation Liaison Officer</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) <u>accreditation requirements</u> </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Complete writing the report. Engage in thorough review by the Steering Committee. • Engage the campus community in discussion of the findings in the self-evaluation as well as identified priorities for improvement. 				
<p><i>Estimated Cost:</i> TBD</p>		<p><i>Funding Source</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 2</p> <p>Develop guidelines for defining program-level set standards for degree and certificate completion, a timetable for instructional programs to implement and assess these standards, and a plan to integrate this reporting into the program review process.</p>	<p><i>Responsible Area(s)</i></p> <p>Institutional Research Academic Affairs Academic Senate Institutional Effectiveness Committee Program Review Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
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<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Institutional Research, in collaboration with the Institutional Effectiveness committee, will develop examples for degree and certificate completion using existing data and existing models based on the Institutional Effectiveness report institution-set standards. These examples will be distributed to the relevant departments. • Faculty engage in departmental discussions about these program-set standards. • Department Chairs communicate program-set standards to the Program Review Committee and Institutional Research to insure the department receives relevant data annually. • Each Department Chair and/or Program Leader will develop a timetable for implementation. The Institutional Effectiveness Committee will be available for consultation. 				
<p><i>Estimated Cost:</i> \$0</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 3</p> <p>Ensure results of the Student Equity pilot programs are widely shared to inform program and institutional dialogue around improving success, retention, and outcomes performance of African-American, Latino/a, and other target group students.</p>	<p><i>Responsible Area(s)</i></p> <p>Student Equity Committee Academic Affairs Student Affairs Counseling First Year Student Workgroup</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Hold the second annual Equity Summit. • Prepare the update to the Student Equity plan, due in November 2015. • Engage in workshops and other opportunities to share information at department and institutional Flex days. • Produce publications focused on the SMC community sharing the results of all Equity projects including the M2C3 (Minority Male Community College Collaborative) survey and focus group results. 				
<p><i>Estimated Cost:</i> TBD</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p> <p>Student Equity funding</p>		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4 Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.	<i>Responsible Area(s)</i> DPAC Facilities Planning Subcommittee Facilities Planning Department Facilities Maintenance & Operations			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Hire consultant to do Facilities Master Plan update. • Use results to update list of projects to be considered in capital outlay plans and requests. 				
<i>Estimated Cost:</i> ???	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential District budget			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 Explore and inventory unmet space needs and physical facilities available to accommodate those needs, including program space (e.g. Supplemental Instruction) and office space (e.g. to accommodate part-time faculty office hours).	<i>Responsible Area(s)</i> DPAC Facilities Planning Subcommittee Facilities Planning Department Academic Affairs Student Affairs			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) <u>DPAC discussions</u>				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Survey program leaders re unmet needs for physical space. • Inventory the campus sites for available space to meet those needs, including space that may become available due to pending facility projects. • Write a plan as to how available space can be appropriated to meet needs. 				
<i>Estimated Cost:</i> TBD		<i>Funding Source:</i> <input type="checkbox"/> Existing <input type="checkbox"/> Potential		



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OBJECTIVE 6 Develop means to identify and integrate the total cost of ownership into the procurement processes.	<i>Responsible Area(s)</i> Fiscal Services			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> Determine feasibility of assessing Total Cost of Acquisition, including supplemental costs, staff time, and compatibility with existing equipment, systems etc, and incorporating this information into determination of lowest cost. Develop criteria for assessing and applying Total Cost of Acquisition. 				
<i>Estimated Cost:</i> \$0		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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<p>OBJECTIVE 7</p> <p>Develop a plan for establishing consistent baseline funding for technology, infrastructure, and the staff needed to maintain and support all areas of the College in alignment with the Technology Master Plan.</p>	<p><i>Responsible Area(s)</i></p> <p>DPAC Budget and Technology Planning Subcommittees Fiscal Services Human Resources Information Technology</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Stable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Implement initial phase of instructional technology funding plan. • Use this as a model for developing a similar plan for funding infrastructure, non-instructional technology, and the business continuity plan. • Identify staff functions needed to maintain and support the funded technology and infrastructure. • Develop assessment measures for evaluating impact of consistent funding. 				
<p><i>Estimated Cost:</i> ??? check on</p>			<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Line item in the 2015-16 budget</p>	



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<p>OBJECTIVE 8</p> <p>Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development</p> <p>Academic Affairs</p> <p><i>Primary Contact: Teresita Rodriguez</i></p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Expand dual enrollment with high schools • Change policies in international education • Simplify the enrollment process for students by removing barriers; revising policies and procedures, and creating a new simpler portal • Expand marketing to non-traditional markets • Explore scheduling methods that may attract more non-traditional students 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



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<p>OBJECTIVE 9</p> <p>To address logistical challenges facing students in using instructional support services.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs Learning Resources Distance Education Student Instructional Support Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#20, #21) <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Methods</p> <ul style="list-style-type: none"> • Based upon the challenges identified in 2014-15, analyze and discuss possible solutions with faculty in impacted disciplines and the Student Instructional Support committee of the Academic Senate. • Make recommendations for instructional support, systems, and services as well as strategies for promoting awareness and use of services. • Conduct an online tutoring pilot project in the second 8 week session of Fall 2015. Analyze the results of that project. • Identify the data related to student use of services to be collected to support ongoing assessment of the effectiveness of instructional support services. <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Recommendations to resolve the logistical challenges for student use of tutoring and supplemental instruction. • Improvement in student knowledge about tutoring, supplemental instruction, and other instructional support services. • Increase in the frequency of use of both tutoring and supplemental instruction. • Recommendation regarding adoption of online tutoring services 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



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<p>OBJECTIVE 10</p> <p>Explore and pilot the use of non-traditional data collection methods and/or third-party data collection sources to more effectively track job placement of CTE students.</p>	<p><i>Responsible Area(s)</i></p> <p>Institutional Research</p> <p>Career Technical Education</p> <p>Academic Senate Institutional Effectiveness Committee</p> <p><i>Primary Contact: Teresita Rodriguez</i></p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Institutional Effectiveness Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Research public and private services that provide current and trended career outcomes data of SMC's CTE program participants. Such services may include:</p> <ul style="list-style-type: none"> · Trended views of programmatic outcomes for degrees and certificates; · Segmentation by industry of employment, major, gender and GPA; · Accessible 3rd party verified employment and wage data of participants; · A continuous survey designed to capture career outcomes data of recent CTE completers/leavers in stages in order to gather comprehensive and up-to-date information on occupational outcomes throughout the first year after completing/leaving program. 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



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<p>OBJECTIVE 11</p> <p>Develop and implement a long-term plan to increase the percentage and net number of full-time faculty. The plan will include a target percentage, timelines, and benchmarks.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p> <p>Human Resources</p> <p>Academic Senate</p> <p>DPAC Budget Planning Subcommittee</p> <p><i>Primary Contacts:</i> <i>Georgia Lorenz, Fran Chandler</i></p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) <u>Action by Board of Trustees on Full-Time/Part-Time Faculty Ratio Target, April 2009</u> </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>An ad hoc committee of the Academic Senate and Academic Affairs shall meet to investigate and categorize the opportunities and challenges inherent in hiring more full-time faculty. Appropriate personnel in the areas of human resources and fiscal services will then be consulted to assist the ad hoc committee in designing a feasible approach to meeting the target. Such consultation shall include, but not be limited to, discussions at appropriate DPAC subcommittees.</p> <p>By the end of the 2015-16 academic year, the ad hoc committee will recommend to DPAC a plan to move towards the 75 percent/25 percent full-time to part-time faculty ratio goal recommended in Title 5 (AB 1725) and the Board of Trustees target of 60% full-time faculty (2009 Board action). The plan will include targets for a percentage of instructional full-time faculty, a percentage of non-instructional full-time faculty, and a net number of full-time faculty. This plan shall be considered for inclusion in the Institutional Objectives for 2016-2017.</p>				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



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<p>OBJECTIVE 12</p> <p>To organize and begin operating an Applied/Service learning center that will expand and support service learning experiences and volunteer opportunities for students.</p>	<p><i>Responsible Area(s)</i></p> <p>GRIT Committee</p> <p>Academic Affairs</p> <p>Student Affairs</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Institutional Effectiveness Committee Recommendations <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Other (please indicate) <u>ILO #5: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.</u> </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Methods</p> <p>In partnership with the GRIT committee, The Career Services Center, and Interdisciplinary Studies, the Service Learning coordinator will start up the office by identifying service learning opportunities in a few key areas/course, and develop processes to track student participation and experiences, collect assessment data, and provide support for faculty members who want to offer service learning.</p> <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Functioning Service Learning program that supports faculty and student participation 				
<p><i>Estimated Cost:</i></p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



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OBJECTIVE 1			<i>Responsible Area(s)</i>
To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.			Accreditation Steering Committee <i>Primary Contact: Eve Adler, Erica LeBlanc</i>
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Accreditation Steering Committee and Standards Committees are in the process of writing the Self-Evaluation Report with a target completion date of December 2015. The first drafts for all standards and some second drafts have been reviewed by the Steering Committee. In the coming months, the Steering Committee and Standards Committees will focus on gathering evidence referenced in the self-evaluation report and implementing strategies for getting the larger campus community involved in the Accreditation process.</p> <p>The new ACCJC standards also require the development of a focused essay that addresses two or three substantive issues that will take several years to address. The issues to be addressed will be identified using a variety of sources including: the self-evaluation analyses developed by Steering Committee members after reviewing evidence from the college community, program review annual reports, institutional effectiveness annual reports, and the <i>Master Plan for Education</i> updates.</p> <p>This objective will continue to be addressed during the 2015/16 in preparation for the accreditation site visit in Fall 2016.</p>			



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OBJECTIVE 2			<i>Responsible Area(s)</i>
To develop and implement strategies to improve the CTE completion rate.			
			Academic Affairs – Career Technical Education
			Institutional Research
			Academic Senate Joint Institutional Effectiveness Committee
			Academic Senate Joint Career Technical Education Committee
			<i>Primary Contact: Frank Dawson</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Several strategies have been developed and piloted to address the challenge of improving the CTE completion rate. These include:</p> <ul style="list-style-type: none"> • automatic awarding of certificates and degrees once a student has satisfied the necessary requirements but not petitioned for the award; • sequencing CTE program courses to create seamless pathways from local high schools to SMC; • contextualizing curriculum content and accelerating completions through structured 8 week class modules; • working to develop a CTE alumni database in preparation for an expanded definition of completion that will acknowledge the success of workers who experience predetermined increases in salary based on specific course and training completion. <p>The strategies listed above can be utilized more broadly across disciplines to continue to enhance student completion and success.</p>			



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OBJECTIVE 3		<i>Responsible Area(s)</i>	
To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.		Institutional Research	
		Management Information Systems	
		Academic Senate Joint Institutional Effectiveness Committee	
		<i>Primary Contact: Hannah Lawler</i>	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Office of Institutional Research and the Academic Senate Joint Institutional Effectiveness (IE) Committee developed a guide to assist administrative and student service units develop, assess, and document the use of outcomes assessment results (Unit Outcome Checklist). In addition, the IE Committee collaborated with the Management Information System (MIS) to design a template of a web-based content repository, similar to the Student Learning Outcome (SLO) Portal for the instructional and counseling programs, that would allow departments to systematically enter outcome statements and assessment methodologies, monitor assessment findings, and document use of results. MIS is currently working to develop the UO repository tool based on the template.</p> <p><u>Evidence</u> UO Checklist: http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/UOChecklistFinal.pdf IE Committee Minutes: <i>September 22, 2014</i> http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/IEC_Minutes_20140922.pdf <i>November 24, 2014</i> http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/IEC_Minutes_20141124.pdf</p>			



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OBJECTIVE 4			<i>Responsible Area(s)</i>
To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.			Academic Affairs Student Affairs Student Equity Task Force Institutional Research <i>Primary Contact: Georgia Lorenz</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>This objective has been addressed by the development and submission of the Student Equity Plan, the ongoing work related to funded Student Equity projects, the work of the newly established college student equity committee, and ongoing research with the Minority Male Community College Collaborative.</p> <p>The Student Equity Plan Task Force developed and submitted SMC’s Student Equity Plan with the following overarching goals:</p> <ul style="list-style-type: none"> • To build institutional capacity to address the achievement gap by engaging in systematic quantitative and qualitative inquiry and by implementing interventions and student support that directly address the identified equity gaps. • To establish a standing college committee on Student Equity which will monitor progress on the plan, submit required annual reports, and develop future plans. • To develop consensus on determining the performance measures for monitoring progress toward achieving the desired outcomes and establish target dates for achieving these outcomes. <p>These overarching goals will be accomplished by engaging in: (1) Research and inquiry, (2). Intervention and student support, and (3) an evaluation process in order to determine as a college community the most successful practices and how they can be brought to scale in order to have a broad and significant impact on closing the achievement gap.</p> <p>Upon receipt of the student equity funding, a Request for Proposals was distributed and 23 proposals were received and reviewed by a subcommittee of the Task Force. 17 projects were funded supporting strategies to reduce the student equity gap on each of the five indicators for target student groups experiencing inequitable educational outcomes at SMC as illustrated in the campus-based research data. The first annual Student Equity Summit was held on January 23, 2015 to inform the campus community, highlight the projects under development, and to provide resources and information to those leading the projects.</p> <p>In consultation with the Academic Senate, the Student Equity Plan Task Force, and administration a campus-wide committee on Student Equity was established. The members of this committee have engaged in several activities including launching the Community College Survey of Men in collaboration with Dr. Frank Harris and Dr. Luke Wood, co-directors of the Minority Male Community College Collaborative.</p> <p>The Santa Monica College community has embraced equity in educational outcomes as a campus priority. This is demonstrated by the fact that both institutional Flex days in 2014-15 had equity as the central theme. In addition the Center for Teaching Excellence offers many opportunities for professional development related to equity and culturally responsive pedagogy.</p>			



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OBJECTIVE 5		<i>Responsible Area(s)</i>	
To develop and implement strategies to address the “softening” of enrollment demand.		Enrollment Development	
		Academic Affairs	
		<i>Primary Contact: Teresita Rodriguez</i>	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The softening of enrollment demand is an ongoing issue and while the following strategies were developed and implemented in the 2014-2015 academic year, work in this area will continue as the conditions carry on to future years.</p> <ul style="list-style-type: none"> • Improved communication with new and continuing students through targeted email and robo-calling, as well as a new emphasis on the use of text as a primary form of communication. • Strengthened web and social media content through the use of banners and facebook/twitter. • Engaged parents and high school personnel through PTA communications. • Been more proactive in targeting messaging using MyEdPlan data; for example, students who had a specific course listed on in MyEdPlan for Winter/Spring 2015 and there was an open seat in that course, we messaged students about that availability. • Provided more enrollment opportunities for high school concurrent students by changing the enrollment policy to allow for earlier enrollment dates, as well as changing District policy in waiving enrollment fees for this population. Through Marketing, targeted mailings were sent throughout the District boundaries informing interested parties about these new opportunities. • Revised the Welcome Letter, which was deployed in Salesforce, to streamline messaging. • Using Salesforce, launched a campaign to actively remind students, at regular intervals, of enrollment dates. • Increased the number of Admitted Student Days, busing in high school students for assessment and brief counseling, by approximately 40%. • Increased the number of students in the First Year Experience program from less than 300 in 2013-14, to approximately 700 in 2014-15, and currently have over 1900 applications for the program for 2015-16. Data shows that FYE students are more likely to enroll full-time and have higher success and persistence rates than non-FYE students. 			



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OBJECTIVE 6			<i>Responsible Area(s)</i>
To identify and address logistical challenges facing students using instructional support services.			Academic Affairs <i>Primary Contact: Georgia Lorenz</i>
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The following issues have been identified.</p> <p><i>Instructional Support/Tutoring Labs.</i> The decentralized structure at Santa Monica College for supplemental instruction, student support labs and tutoring centers presents logistical challenges. Students report some difficulty identifying services, hours and locations around campus to seek help in different disciplines. The programs have worked to develop additional information on the website and to update the information on a regular basis. In addition staff coverage arises as an issue at the various locations because there is limited staff at each site. When someone is out sick or on vacation the impact on operations is significant and can limit services to students.</p> <p><i>Supplemental Instruction.</i> SMC Institutional Research Brief #683 (October 2014) reports that students who have at least minimal participation in SI successfully complete their courses at higher rates and persist to the next semester at higher rates. However, participation in SI is limited among students enrolled in target sections. One of the continuing issues for SI is the need for an assigned location. Currently, the program must schedule classroom space as it is available. The transient nature of classroom space, impacts the students as the supplemental instruction session may be displaced. This diminishes the ability of the program to reach the maximum number of students, as they may arrive at a classroom that was advertised, only to discover that the SI session has been moved. Because of the ongoing demands of students and their personal, work and other commitments, students need to be certain that they going to the proper location. If they find that the session has moved, they acknowledge that they may not continue onto the new location.</p> <p><i>Broad, flexible instructional support.</i> The College continues to address providing services for all students including those who attend evenings and weekends, have work and family commitments that limit their time on campus, and/or take online classes only. The library currently subscribes to a reference chat where students may log-in and seek reference assistance online, at their convenience, at any time of the day. Providing similar services for instructional support could improve access to these critical resources for all students. The College is continuing in its efforts to identify the best solutions for assisting students, who may be unable to utilize the on-ground services currently provided. The Distance Education committee of the Academic Senate is supporting an online tutoring pilot project in Fall 2015 to explore options to fulfill this need.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			<i>Responsible Area(s)</i>
To conduct an assessment of the College’s compliance with Section 508 requirements and develop a plan to address any findings.			Web Marketing
			Content/Digital Information Technology
			Disabled Students Programs and Services
			<i>Primary Contact: Ron Furuyama</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>A two-day training was held on October 1&2, 2014 by WebAIM, a program at the University of Utah, that provides training and consultation to assist businesses and institutions in addressing accessibility and 508 compliance. WebAIM is an acronym for “Web Accessibility In Mind.”</p> <p>On the first day Jared Smith from WebAIM presented to Senior Staff the issues about which the college needs to be concerned in providing accessible content to the college community. This includes:</p> <ul style="list-style-type: none"> • addressing accessibility for the SMC website • electronic classroom content is made in an accessible format available to the college community • ensuring that district purchases are also accessible • responsibilities and requirements of 508 compliance <p>The second day of training was for the campus web designers, developers, program managers, and anyone interested in gaining a deeper understanding of web accessibility.</p> <p>This training assists the college in preparing an overall strategy for the college to address web accessibility and 508 compliance.</p> <p>As the College moves forward in developing its plan, a new Compliance Officer position in Human Resources has been created and recruitment is currently underway. This person’s responsibilities will include 508 compliance. He/she will work with the web manager and other campus constituents to develop a plan for ongoing review to ensure that the college complies and supports the mandates of 508.</p> <p>In addition the Instructional Resources Taskforce of the Academic Senate has developed “Effective Practices for Course Materials Adoption” as a guide for faculty in choosing course materials including textbooks (printed and electronic), publisher-provided companion websites, online labs, and others</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			
<p>To define and assess the College’s capital improvement needs relative to the Facilities Master Plan.</p>		<p><i>Responsible Areas</i> DPAC Facilities Committee Facilities Planning Facilities Maintenance and Operations</p> <p><i>Involved Area(s)</i> Business and Administration - Facilities Academic Affairs Information Technology Student Affairs Enrollment Development</p> <p><i>Primary Contact: Katharine Muller</i></p>	
		<p><input type="checkbox"/> Completed <input type="checkbox"/> Substantially Completed <input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <i>(include reason if checked)</i></p>	
RESPONSE			
<p>This objective has been addressed but is not yet completed. The DPAC Facilities Committee, Facilities Planning, and Facilities Maintenance and Operations areas have all contributed to initial work on defining and assessing the College's capital improvement needs. A consultant, ALMA Strategies, has been hired to update the Five Year Facilities Master Plan, as well as to prepare the FPP proposal for the Science/Math addition. The consultant will review the capital improvement plans identified by the College and provide guidance for those projects which are candidates for seeking state funding as determined by state formulas based on the space categories assigned to existing facilities.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9		<i>Responsible Area(s)</i>	
To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.		GRIT Committee Academic Affairs Student Affairs <i>Primary Contact: Eric Ojfer, Brenda Benson</i>	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>1. GRIT pilot strategies were successfully expanded as follows:</p> <ul style="list-style-type: none"> • Success Navigator – an assessment tool designed to help the college support students by evaluating their non-cognitive skills in four major domains: academic skills, commitment, self-management, and social support. <ul style="list-style-type: none"> ○ During the 2014-15 academic year, SuccessNavigator was administered to students enrolled in Couns 20, Black Collegians, Adelante, TRIO SSS and CEUS. By mid-May 2,162 students had taken the assessment and received feedback on their non-cognitive skill set. • You + 1 – a coaching program pairing students with mentor coaches who commit to providing encouragement and support to the paired student. <ul style="list-style-type: none"> ○ In spring 2015, GRIT invited students who had one or more low non-cognitive scores on SuccessNavigator, and self-identified as first generation, to participate in the You +1 pilot. Fifty students participated in the pilot. Assessment results identified a need for dedicated staff and leadership, for which funding is being sought. <p>2. A proposal to establish a dedicated office to support experiential/service learning, to be paired with the existing internship program, was made jointly by Interdisciplinary Studies and Career Center faculty and the GRIT committee.</p> <ul style="list-style-type: none"> ○ A Service Learning coordinator who will work out of the Career Services Center was approved for Fall 2015. ○ This position will identify opportunities for students to work and be of service in the larger community, track student experiences, and follow up by collecting assessment data. This position will also encourage faculty members to incorporate service learning in their courses. ○ Faculty leaders of the Career Services Center and GRIT visited service learning programs at other community colleges to identify and assess appropriate best practices that could be adapted at SMC. 			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10			<i>Responsible Area(s)</i>
To enhance the documentation and review process for Institutional Imagination Initiative (I ³) projects to include implementation and assessment results.			DPAC <i>Primary Contact: Georgia Lorenz</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Quarterly updates to the Institutional Imagination Initiative (I³) are presented to DPAC. A new form, “Request for Inclusion on I-Cubed Projects List” was developed in March 2015 to create an avenue for new projects to be added on an ongoing basis. Existing projects on the list have been categorized as pending, initiated, implemented, or institutionalized in order to reflect the status of each project. Assessment results related to I³ projects beyond the status designation have not been incorporated.</p>			

Santa Monica College
Program Review
2015 Planning Summary

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to develop and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and describe any program response to the results. The institutional Effectiveness Committee has developed tools to help programs create and measure outcomes and reviews the outcomes and assessments of programs undergoing a six-year review.

The program review process and the documentation it provides is a major resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the annual Program Review Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

Comprehensive program review reports are submitted to the Academic Senate Joint Program Review Committee and thoroughly reviewed every six years; abbreviated reports are submitted annually. For CTE programs the annual reviews supplant the biennial reports previously required. Annual reports are reviewed in their entirety by the appropriate area vice president, while the Program Review Committee reviews an aggregated report of planning fields. Collectively these reports and reviews form the basis of the annual Program Review Summary submitted to the District Planning and Advisory Committee (DPAC), which uses the report to inform institutional planning.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a calendar year rather than an academic year. Thus, this report includes reviews submitted during Spring and Fall of 2014 as well as specific aggregated information from annual reports. In an attempt to further strengthen the broader institutional view afforded through the program review process, during its annual review of the process and six-year rotation schedule, the committee decided to pair certain programs under a broader heading with the thought that this would allow a broader view to better inform institutional planning. Several of these pairings were scheduled for review in Fall 2014. Some pairings worked well as intended and others proved not so synergistic as anticipated. The committee will revisit these pairings and headings for the next cycle.

After several years of content revision and format development, the Spring/Fall 2014 program review cycle was launched on CurricUNET, an on-line platform already in use by the College for curriculum management. Concurrent with the implementation of the on-line format for the six-year report, the annual program review process was implemented. Adding an annual report ensures that collecting current data, needs, and other information from all programs is consistent and therefore more easily integrated into institutional planning. The advantage of the CurricUNET system is easy accessibility to all reports, the ability for programs to pull forward certain elements from previous reports, easier continuous documentation, and the generation of reports from specific fields across all programs. The system includes a notification process that alerts not only the program review chair that a report has been

submitted and is ready for review, but also the appropriate area vice president and the chairs of the Curriculum Committee (to verify that all curriculum for an instructional program is up to date) and the Institutional Effectiveness Committee (to verify SLO/UO currency and effectiveness). This notification system adds additional levels of review and inclusion in planning processes other than program review.

To prepare for the transition to the new on-line system, and the added requirement for an annual report, a core group of the Program Review Committee has developed a library of tools to assist programs. These include a number of guides and frequently asked questions documents available on the Program Review website as well as explanations for each prompt accessible by clicking on the help button in each prompt field in CurricUNET. In this CurricUNET and annual report inaugural year, programs had the option to submit reports using CurricUNET or in an electronic Word format. As this was a beta year for annual reports there were a variety of reasons not all programs submitted one. Thus the aggregated information across all programs is not as complete as possible. Going forward it is an institutional expectation that all programs will submit annual reports using CurricUNET. The committee chair and co-chair have also offered multiple on-ground training sessions and meet individually with programs when requested.

The Program Review Committee has been fortunate to have members who have served for multiple years, providing history and continuity giving the committee a base for identifying issues and concerns shared by more than one program. The committee spends many hours in thoughtful review, giving feedback to programs and discussing how this information can contribute to institutional planning. Adding the annual report increases the depth and completeness of the information that will be reviewed and considered by the committee and forwarded to DPAC and other planning bodies through the Planning Summary and the all programs reports. The process of sharing of these reports as well as collaboration and input from the Institutional Effectiveness and Curriculum Committees are evidence of institutional and planning committee efforts to ensure planning is truly integrated.

For example, four of the 2013-14 *Master Plan for Education* objectives can be linked to four program review recommendations; six 2014-15 *Master Plan for Education* objectives incorporated recommendations from the 2014 Program Review Summary. Additionally, recommendations from program review which do not reach the level of institutional objectives are often referred to an appropriate committee or operational unit to be addressed. Of the 2014-15 program review recommendations, four were already in progress at the time of DPAC review, seven were referred to other areas or bodies, and two had been completed. The new all-programs reports that will be generated from the annual program review reports will provide another layer of aggregated information focused on specific areas such as technology, facilities, and staffing, that will be used by multiple planning bodies. While the Program Review Committee does not specifically allocate resources, program review is the institutional process by which much of the information used to determine resource allocation is gathered, reviewed, and presented.

Resource allocation is a direct result of institutional planning. Keeping resource allocation separate from the program review process has strengthened the roles of both the Program Review Committee and other planning committees and bodies and more comprehensively integrates planning at Santa Monica College. Evidence of this can be found in the successful and highly regarded process for hiring new full-time faculty. A committee of faculty and administrators, using data and information culled from multiple sources, including Program Review summaries, weighs both objective and subjective factors in a long and thoughtfully considered rating process that results in submission of a list to the college president of the recommended disciplines to receive a full-time faculty hire in the coming year.

It is worthy of note that the Program Review Committee membership and resource structure includes representatives from Institutional Research and the Curriculum and the Institutional Effectiveness Committees. This ensures strong communication, exchange of information, and review between the various bodies and contributes to integrated institutional planning and alignment of recommendations and efforts between these groups.

Committee Membership

Chair: Jamey Anderson, Faculty, Physical Science
Vice Chair: Katharine Muller, Administrator, Academic Affairs
Faculty
Sara Brewer, Communications & Media Studies (Spring 2014)
Sandra Burnett, DSPS
Lin-San Chou, Music
Jinan Darwiche, CSIS
Sharon Jaffe, ESL
William Lancaster, Design Technology
Sandra Rowe, Psychological Services (Fall 2014)
Mark Tomasic, Dance (Spring 2014)

Administrators

Hannah Lawler, Institutional Research *
Randal Lawson, Executive Vice President (Spring 2014)
Erica LeBlanc, Academic Affairs *
Laurie McQuay-Peninger, Grants (Fall 2014)

Resources

Daniel Berumen, Staff, Institutional Research
Guido Del Piccolo, Faculty, Philosophy & Social Science **

*Also serves on Institutional Effectiveness Committee

**Curriculum Committee Chair

Programs Reviewed and Reports Accepted Spring & Fall 2014

The following programs submitted a full program review report Spring or Fall 2014 and all were accepted by the committee:

- Black Collegians
- Business
- Campus and Alumni Relations
- Campus Police
- Distance Education
- Enrollment Services (Admissions, Assessment, Bursars)
- History
- Information Technology
- Music
- Philosophy & Social Science
- Physical Science
- Outreach & Recruitment

2014 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2014 are included in this report. In addition to a narrative, the executive summaries include commendations, recommendations for program strengthening, and, if applicable, recommendations for institutional support. Recommendations for institutional support are listed here for as documentation for consideration in institutional planning processes and do not reflect anything that may have been or are in the process of being addressed since committee review of the program:

1. Review the benefits and outcomes of service learning and determine the level of commitment and resources the institution wishes to direct toward expanding participation. (Philosophy & Social Science)

2. Explore the ways in which the need for a Chemical Hygiene Officer can best be addressed. (Physical Science)
3. Given the increase in online enrollments and use of CMS systems and tools, review staffing needs to maintain the desired level of service and what additional support will be needed to participate in the Chancellor's Office Open Education Initiative. (Distance Education)
4. Evaluate and plan for a timely District response to state authorization reciprocity agreement legislation, if passed. (Distance Education)
5. Develop a strategic plan, including resource allocations, to respond to new mandates such as the requirement for the Bursars Office to switch to a chip n pin card payment system and the Assessment Center to implement the new mandated common assessment tool. (Enrollment Services)
6. Acknowledge the increasing demand for technology maintenance and new technology, the impact of inconsistent state funding, and establish a base line in the budget to support technology maintenance and infrastructure. (Information Technology)
7. Ensure Total Cost of Ownership is factored into budgeting, planning, and procurement. (Information Technology)
8. Consider acquisition of portable technology to enable the delivery of services by Outreach counselors at any location. (Outreach & Recruitment)
9. Include upgraded or new facilities for Campus Police in long range facilities planning. (Campus Police)

BOARD OF TRUSTEES GOALS AND PRIORITIES, 2015-2016
Access. Excellence. Equity.

Educational Advancement and Quality

1. Use evidence and rigorous methodology to improve institutional effectiveness and student progress and success.
2. Institutionalize and scale up proven initiatives that increase student success and reduce the student equity gap. Focus on improving throughput for basic skills students and successfully moving more basic skills students into college-level mathematics and English. Improve performance and completion rates, especially for African-American, Latino/a, and other groups of students identified in the student equity plan.
3. Continue to support and hire a diverse and outstanding full-time and adjunct faculty that demonstrates a commitment to student success, engagement and equity. Develop and implement a plan to ensure the college progresses over time toward increasing the percentage and net number of full time faculty.
4. Strengthen and promote existing workforce/career technical programs and pathways and improve CTE completion and placement rates. Pursue opportunities to develop new industry-valued CTE programs and regional partnerships.
5. Rebrand the Academy of Entertainment Technology to reflect expanded media and design programs and continue to develop the programs that will occupy the new campus.
6. Develop the curriculum, pathway, and institutional processes necessary to fully implement the new baccalaureate degree offering in Interaction Design.
7. Support research-based innovations and technologies that increase student success and institutional effectiveness.

Fiscal Health and Internal Operations

8. Conduct a comprehensive search process, select a new Superintendent/President, and ensure a smooth leadership transition for the college.
9. Prepare for Accreditation.
10. Ensure the financial health of the College through enrollment development, revenue-generation, and cost control. Pursue and obtain appropriate external funding.
11. Build and maintain a reserve sufficient to protect against unforeseen circumstances.
12. Continue to implement the plan to safeguard post-retirement employee benefits, and develop and implement a plan to fund increasing PERS, STRS, and other benefit obligations.

Community and Government Relationships

13. Strengthen community and government relationships and partnerships in fulfillment of SMC's vision and mission.
14. Ensure the continued success of Emeritus College.
15. Participate in the Cradle to Career Initiative and the Education Collaborative, collaborate with the City of Santa Monica in additional planning for the Early Childhood Education Center, and strengthen and expand programs, pathways, concurrent enrollment and partnerships that serve SMMUSD students.

Facilities and Sustainability

16. Improve maintenance of and maintain progress on all SMC facilities construction and transportation projects. Complete AET, PAC East Wing, and systems upgrades projects. Begin construction of Student Services, the Malibu Campus, and connections to the Central Plant.
17. Encourage use of Expo and facilitate pedestrian, bicycle, and bus access for students and staff.
18. Examine facilities needs, including maintenance, and future financing options for construction and facilities upgrades.

Discussed at Board Study Session 7/21/2015

Approved at Board of Trustees meeting 8/4/2015

**Academic Senate of Santa Monica College
2015-2016 Goals and Objectives**

GOAL 1. FOSTER A CAMPUS CULTURE OF LIVELY, INFORMATIVE DEBATE ON IMPORTANT ISSUES.

Strategic Objectives

- 1a. Revise Senate committee meeting policies to invite constituent comments as regulations and other policies are under development.
- 1b. Report frequently to the Academic Senate as regulations and other policies are being developed, submitting same to a vote when appropriate.
- 1c. Free up time for debate in the Academic Senate Body of the Whole by experimenting with a consent agenda.
- 1d. Free up time for debate in the Senate Executive Committee by giving the committee an advisory role in establishing agendas and, when appropriate, enabling committees to move forward to the Body of the Whole without a formal vote in Exec.
- 1e. Encourage and welcome different perspectives on agenda issues and make pros and cons integral to discussions and part of the minutes.
- 1f. Revise Senate bylaws to make it easier for senators to agendize issues.
- 1g. Invite and celebrate a diversity of perspectives on all Senate-related issues of interest to faculty and students—controversial and otherwise—making room for such in professional development presentations, workshops, and other venues.
- 1h. Strengthen the role of department-elected senators and elected-at-large senators.

GOAL 2. PROVIDE LEADERSHIP ON ALL 10+1 ISSUES.

Strategic Objectives

- 2a. Revise the bylaws and, if necessary, create standing rules.
- 2b. Improve the program review process.
- 2c. Ensure appropriate faculty participation in the accreditation process.
- 2d. Institutionalize and secure District funding for important faculty activities such as the Center for Teaching Excellence, Professional Development Staff, Retirement-Longevity Event, and attendance at state Academic Senate conferences and meetings.
- 2e. Promote the conversion of the library faculty leader position to a department chair position.
- 2f. Promote the conversion of the health sciences faculty leader position to a department chair position.
- 2g. Investigate augmenting professional development funding for faculty attending conferences.
- 2h. In the process of adopting and implementing Canvas as the college's course management system, ensure that faculty are central to the decision-making process.

GOAL 3. SECURE FINANCIAL INDEPENDENCE AND STABILITY FOR THE ACADEMIC SENATE.

Strategic Objectives

- 3a. Increase dues participation.
- 3b. Achieve line-item program status for the Academic Senate in the District's annual budget.
- 3c. Stabilize office employment environment via augmentation and enrichment.
- 3d. Increase reassigned time for Senate responsibilities to enable better leadership development.
- 3e. Augment all Senate budget categories, particularly travel to state conferences and meetings to enable better leadership development.

GOAL 4. PROVIDE LEADERSHIP IN ENSURING PROGRESS OVER TIME TOWARD THE 75/25 FULL-TIME HIRING GOAL.

Strategic Objectives

4a. Work with DPAC, the Budget Subcommittee, District senior management and the Board of Trustees to establish appropriate yearly benchmarks and commit adequate funding to ensure improvement over time in the percentage of credit hours taught by full-time faculty.

4b. Protect counselors and other non-instructional faculty by encouraging the spending of SSSP, Student Equity, and other funds on full-time counselors and other non-instructional faculty.

GOAL 5. IMPROVE SHARED GOVERNANCE ON JOINT COMMITTEES, ON DPAC, AND ON DPAC SUBCOMMITTEES.

Strategic Objectives

5a. Secure training for faculty and administrators serving on joint committees, on DPAC, and on DPAC subcommittees in reaching mutual agreement. Topics should include empowering committee members to make decisions, expectations of constituency members, and communication responsibilities.

5b. Establish committee ground rules for empowering joint and DPAC committees to enable them to reach mutual agreement.

Presentations/Reports/Actions at Board of Trustees Meetings
RELATED TO BOARD GOALS AND PRIORITIES
 2012-2013, 2013-2014 (# indicated)
 and

STRATEGIC INITIATIVES

2007-2008 – 2011-2012

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Career Technical Education

2012-2013 – 2016-2017

- GRIT (Growth/Resilience/Integrity/Tenacity)
- I³ (Institutional Imagination Initiative)

Date of Board Meeting	Major Presentation/Report/Action
June 2, 2015	Action: Public Hearing and Approval of Request from Property Lease Requirements (#15) Report: Special Programs – Guardian Scholars (#4) Action: Approval of New Full-Time Faculty (#5) Action: First Reading Board Policy Section 3122, Sexual Misconduct
May 5, 2015	Report: Student Scorecard/Institutional Effectiveness Partnership Initiative (#1) Action: Approval of New Full-Time Faculty (#5)
April 7, 2015	Report: Global Citizenship Annual Report, 2013-2014 Report: Community and Academic Relations (#12) Action: Resolution in Support of Assembly Bill 288 (#2, #3, #14) Action: Revision to Vision, Mission and Goals Statement (#4) Action: Second Reading and Approval – Board Policy Section 6116, Debt Issuance (#6, #7) Action: Second Reading/Approval – Board Policy Section 6116, Debt Issuance (#6, #7) Action: Approval of New Full-Time Faculty (#5)
March 17, 2015 Study Meeting	Discussion: Completion Agenda/Creating Education Pathways (#3) Discussion: Academy of Entertainment and Technology; naming, branding, re-opening (#3)
March 3, 2015	Update: Baccalaureate Degree Pilot Program (#4) Update: LA HITECH Initiative (#3, #4) Report: MyEdPlan (#4) Report: GRIT Action: First Reading – Board Policy Section 6116, Debt Issuance (#6, #7)
February 3, 2015	Update: Student Services Building (#15) Report: First Annual Equity Summit (#2) Action: Award of Bid – Security System Installation and Upgrade (#11)
January 13, 2015	Report: Counseling Update (#2) Report: SMC Transfer Program 2013-2014 (#2)
December 2, 2014	Report and Discussion: Early Childhood Education Center/Laboratory School (#12, #14, #15) Report and Action: Student Equity Plan (#1, #2)
November 5, 2014	Action: Acceptance of LA HITECH Grant (#3, #4) Report: Baccalaureate Degree Pilot Program (#4)
October 7, 2014	Action: Issuance and Sale of SMCCD General Obligation Bonds and Approving Certain Other Matters Relating to the Bonds (#15) Report: SMC In-District Enrollment Report (#12, #14)

September 2, 2014	Resolution: Authorized Reimbursement of Qualified Project Expenditures in Contemplation of a Future Tax-Exempt Financing (#15) Action: Adoption of 2014-2015 Budget (#6, #7, #8)
August 5, 2014	Report: Emergency Preparedness/Fire Alarms/Security Systems (#11) Action: Authorization to Procure Security System Upgrade through CMAS (#11) Action: Amendment to Agreement for Engineering Services for Security Systems Upgrade (#11) Report: Noncredit (Adult Education) Programs (#12, #13, #14) Action: Award of Bid – Health, PE, Fitness, Dance and Central Plant (#15)
July 1, 2014	Report: 2013-2014 Grants Office Annual Report (#10) Report: New Directions in Career and Technical Education (#3) Report: Student Services Building (#16)
June 3, 2014	Report: Title V (#2) Report: OPEB (#7) Action: Five-Year Construction Plan (#17)
May 6, 2014	Action: The Beijing Center for Chinese Studies Action: Award of Bid – Performing Arts Center East Wing (#16) Report: 2014 Institutional Effectiveness Update/Student Success Scorecard (#1) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#
April 1, 2014	Action: Contract with Big Blue Bus, 2014-2017(SI, #15)
March 4 2014	Report: Strategic Initiatives (GRIT and I ³) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#12)
February 4, 2014	Action: Receipt of 2012-2013 Audit Reports (#6) Report: Emergency Preparedness Update (#11)
January 14, 2014	Action: Energy Services Contracts (SI, #16) Report: Global Citizenship Initiative Annual Report, 2012-2013
December 10, 2013	Action: Resolution Approving, Authorizing and Directing the Preparation, Sale, Execution and Delivery of Certificates of Participation (#6, #16) Report: SMC Transfer Program 2012-2013 (#2) Report: Student Services Building Update (#16)
November 5, 2013	Update: Beijing Dance Festival, September 2013 Action: Amendment to Agreement with Blackboard Connect Ed (#11) Report: SMC Foundation (#10) Report: SMC and SMMUSD Collaborations Fall 2013 Update (#12, #14)
October 1, 2013	Report: Emergency Notification System Update (#11) Report: Enrollment Development (#2)
September 3, 2013	Action: Adoption of Budget (#6, #7, #8) Action: Other Post-Employment Benefits Funding Plan (#9) Action: Award of Bid – AET Campus and Parking Structure (#16) Action: Agreement for Engineering Services for Security Systems Upgrade (#11)
August 6, 2013	Action: Agreement for Mass Notification System (#11) Action: SMC Initiatives for Support Success of Student Veterans (#2) Report: Emeritus College Update (#13) Report: SMCCD Capital Outlay Program/Bond Construction Program (#16)
July 2, 2013	Recognition of Annual Global Citizenship Research Symposium (SI) Update: Professional Development Seminar in Beijing (SI) Action: Agreement for Architectural Services: Student Services Building (#16) Report: Overview of 2012-2013 Grant Funded Projects (#10)
June 4, 2013	Update: First Year Experience (#2) Report: STEM Initiative/Title V Building Foundations for Academic and Career Success Grant Update #2, #11) Action: Five- Construction Plan (#17) Action: Contract with Big Blue Bus, 2013-2014 (SI, #16)

May 7, 2013	Update: First Year Experience (#2) Action: New Faculty Positions (#5) Action: Real Estate Agreement for Exchange of Properties with City of SM and Expo (#17) Action: Resolution Authorizing Issuance of General Obligation Refunding Bonds (#17)
April 2, 2013	Report: Institutional Effectiveness Update and Student Success Scorecard (#1) Report: Community and Government Relations #13, #15 Update: Expo Light Rail Action: New Courses and Certificates (#2, #3)
March 5, 2013	Update: GRIT Action: The Beijing Center for Chinese Studies Report: Update on Strategic Initiative – GRIT (#2) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8) Action: Award of Bid, Information Technology Relocation (#17) Action: Contracts for Marketing, Community Outreach and Recruitment (#7, #13, #15)
February 19, 2013	Board of Trustees Study Session on Basic Skills and Student Success
February 5, 2013	Action: Acceptance of Grant by KCRW Foundation ((#10) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8)
January 15, 2013	Report: Global Citizenship Initiative
December 4, 2012	Report: Cradle to Career Initiative (#15) Report: Transfer Program (#2) Action: Issuance of 2012-2013 TRANS)#87)
November 13, 2012	Action: Resolution, Veterans Awareness Week (#2) Action: Agreement for Program and Construction Management for District Bond Construction Program (#17) Report: Institutional Effectiveness and ARCC Report (#1)
October 2, 2012	Report: Workforce and Economic Development (SI, #3)
September 6, 2012	Action: Adoption of 2012-2013 Budget (#7, #8 #9) Action: Energy Services Agreement with Compass Energy Solutions Action: Agreement for Architectural Services and Agreement for Consultant – Early Childhood Education Center (#17) Action: Energy Services Agreement (#17, #18) Report: Update, Student Services Building (#17)
July 17, 2012	Action: First Reading, Board Policy Sections 6335 and 6320, Facilities (#18) Action: Acceptance of Grants and Budget Augmentation (Title V) (#11) Report: Overview of 2011-12 Grant Funded Projects (#11)
June 5, 2012	Report: Campus Sustainability
June 5, 2012	Report: Basic Skills
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education
September 6, 2011	Report: Global Citizenship Initiative

June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the “30/10 Plan” for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability
April 14, 2008	Report: Global Citizenship Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative
October 8, 2007	Report: Global Citizenship
August 13, 2007	Report: Transportation Initiative Report: Sustainable Campus

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

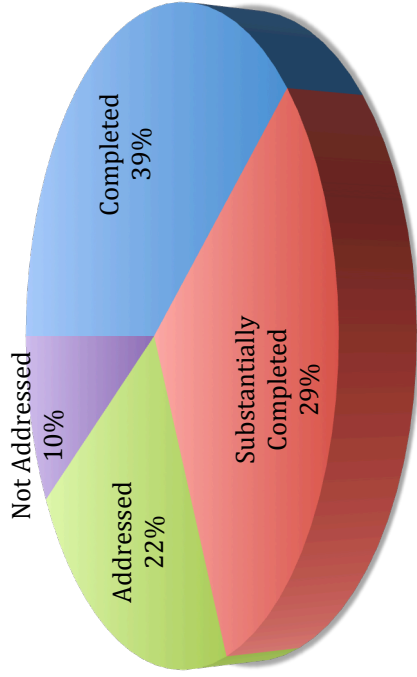
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i></p>								
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing?"						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓				
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓			
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓			
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓				
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓		
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓				
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓		
15. To develop and implement an improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.							✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.							✓		
17. To develop and implement a more extensive orientation process for newly hired classified employees.									✓

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
18. To complete review of health benefit options (including those for retirees) by the Health benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓				
19. To facilitate District implementation of the Hay Classification Study.							✓		
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓		
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.									✓
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.									✓
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet -accessible storage location.					✓				
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.								✓	
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓		✓				
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through-put.								✓	
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.								✓	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.								✓	
29. To complete the online work order system.								✓	

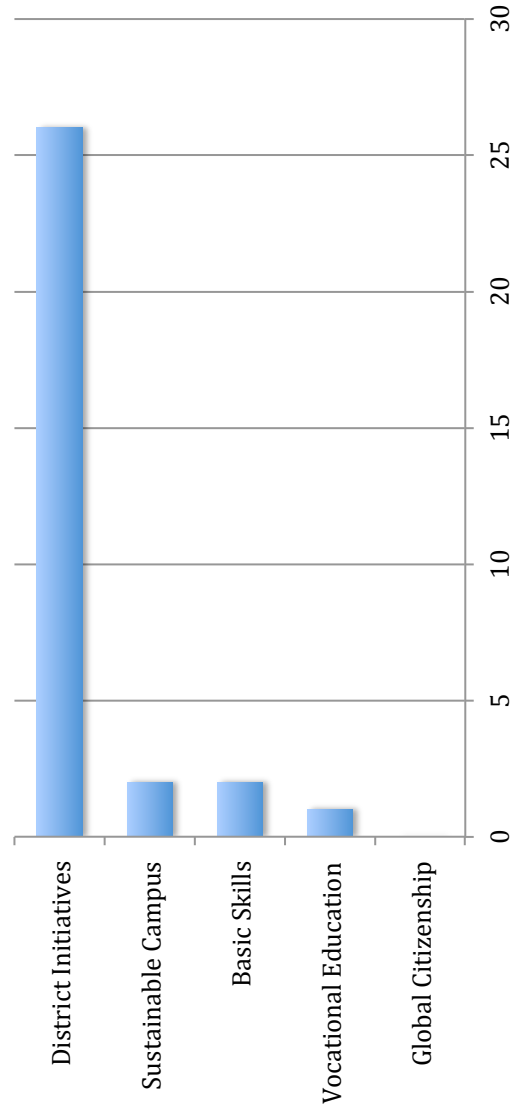
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>							✓	
			✓		✓			
	2	0	2	1	12	9	7	3
	TOTALS							
	31 Institutional Objectives							

Institutional Objectives, 2006-2007 Level of Completion



- 31 Institutional Objectives
- 12 Completed
- 9 Substantially Completed
- 7 Addressed
- 3 Not Addressed

Institutional Objectives, 2006-2007 Related to Overall Mission and Strategic Initiatives*



- 31 Institutional Objectives
- 26 Overall SMCCCD Mission
- 2 Sustainable Campus
- 2 Basic Skills
- 1 Vocational Education
- 0 Global Citizenship

**The Strategic Initiatives had not yet been determined*

Santa Monica Community College District
 Eight-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2007-2008								
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			

INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.					✓			
20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓	✓		✓			
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.							✓	
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule							✓	

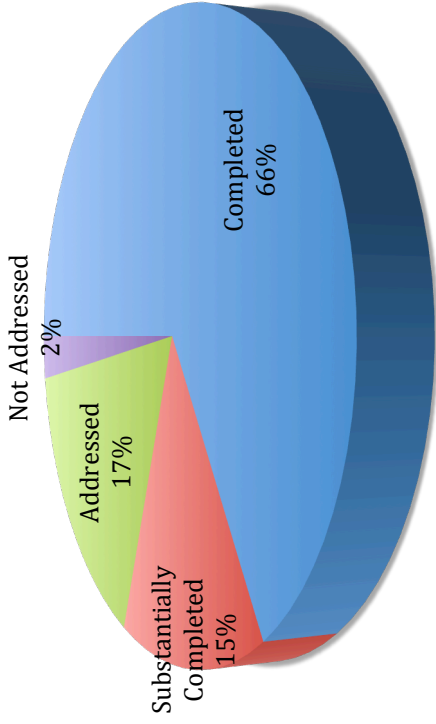
INSTITUTIONAL OBJECTIVES

2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies								
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS 41 Institutional Objectives	6	1	5	3	27	6	7	1

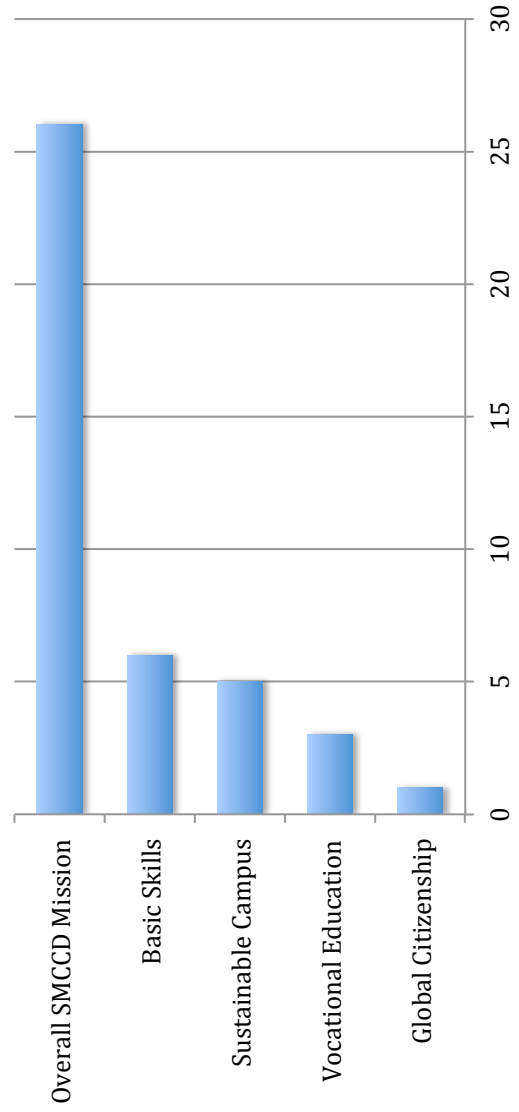
Institutional Objectives, 2007-2008 Level of Completion



41 Institutional Objectives

27 Completed
6 Substantially Completed
7 Addressed
1 Not Addressed

Institutional Objectives, 2007-2008 Related to Overall Mission and Strategic Initiatives



41 Institutional Objectives

26 Overall SMCCD Mission
6 Basic Skills
5 Sustainable Campus
3 Vocational Education
1 Global Citizenship

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2008-2009</p>								
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓			
2. To make progress toward filling vacant classified positions.					✓			
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓	
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓	
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or “area of emphasis” of at least 18 units.					✓			
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓			
7. To expand staff development and training opportunities for Distance Education faculty.					✓			
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (✓	✓			
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓		✓		
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓		✓		
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓	✓			
18. To implement a pilot program of providing library instructional services to students at satellite sites.					✓			
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.						✓		
20. To institutionalize Early Alert training as part of new faculty orientation.					✓			
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓		
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓			

INSTITUTIONAL OBJECTIVES

2008-2009

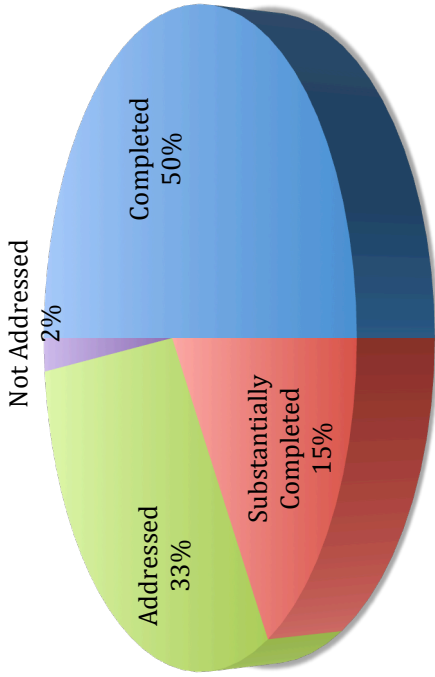
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
33. To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.								✓
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓	
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓	
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓	
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓			✓		
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓			✓		
39. To hire permanent classified staff to support sustainability initiatives.			✓			✓		
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓			✓		
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓			✓		

INSTITUTIONAL OBJECTIVES

2008-2009

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

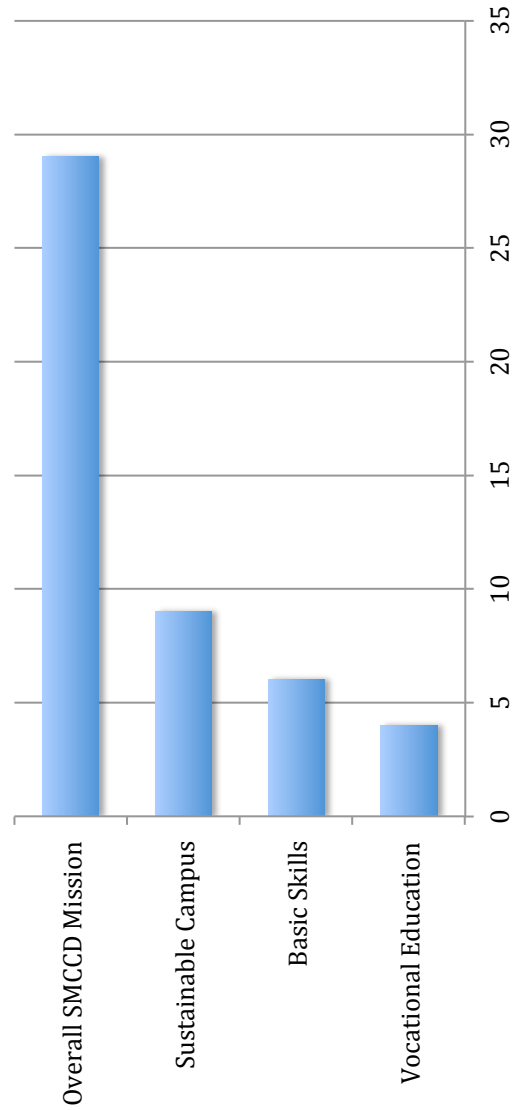
Institutional Objectives, 2008-2009 Level of Completion



52 Institutional Objectives

- 26 Completed
- 8 Substantially Completed
- 17 Addressed
- 1 Not Addressed

Institutional Objectives, 2008-2009 Related to Overall Mission and Strategic Initiatives



52 Institutional Objectives

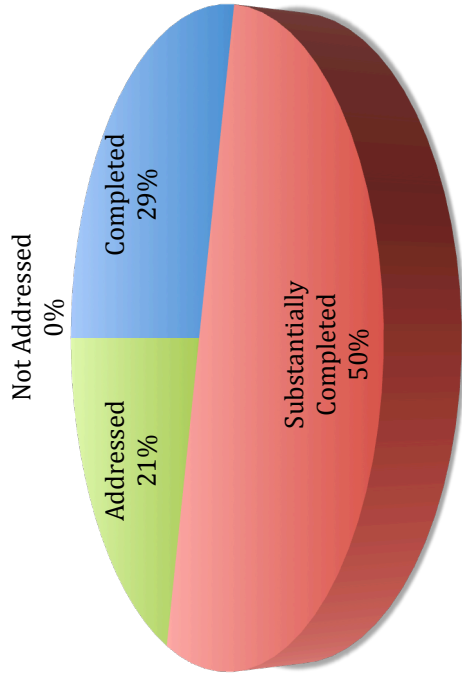
- 29 Overall SMCCD Mission
- 9 Sustainable Campus
- 6 Basic Skills
- 4 Global Citizenship
- 4 Vocational Education

Santa Monica Community College District
 Eight-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a college-wide plan for the funding, implementation and maintenance of Career Technical programs.				✓	✓			
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		
INSTITUTIONAL OBJECTIVES 2009-2010								
7. Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKS, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office,		Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
						✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
b. Budget reductions								
c. Possible integration of services, and								
d. Review of services provided and strategic support by the general fund and other funding sources.								
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
9. Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HIRS) and employee databases.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓			✓		
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS 14 Institutional Objectives	1	1	1	1	4	7	3	0

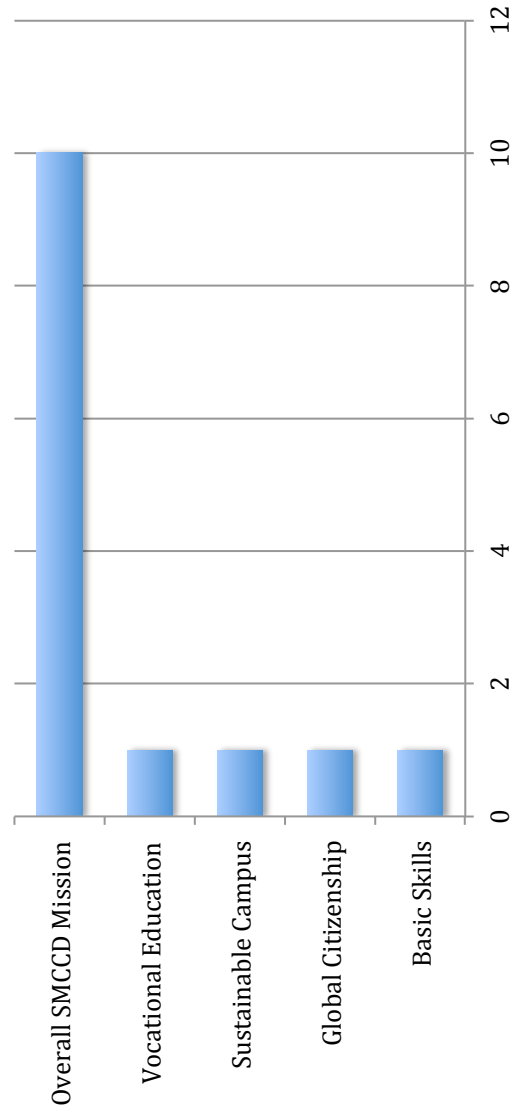
Institutional Objectives, 2009-2010 Level of Completion



14 Institutional Objectives

- 4 Completed
- 7 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2009-2010 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 10 Overall SMCCD Mission
- 1 Vocational Education
- 1 Sustainable Campus
- 1 Global Citizenship
- 1 Basic Skills

Santa Monica Community College District

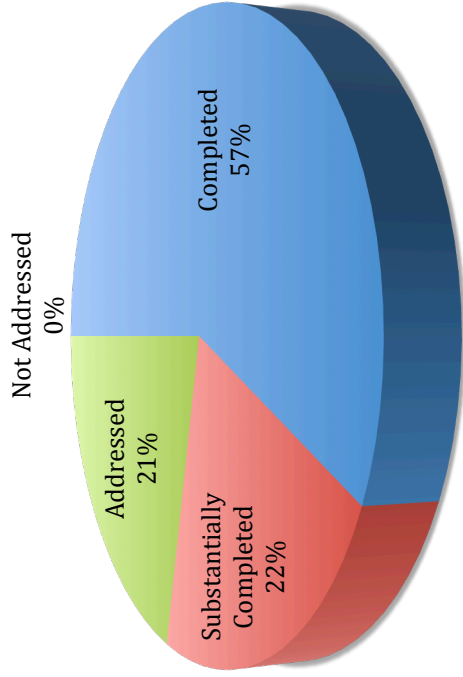
Eight-Year Study of Institutional Objectives
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and Level of Completion

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.							✓	
2. Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.	✓					✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.							✓	
9. Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional,					✓			

Institutional Objectives 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
operational, and service areas.								
10. Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>	✓				✓			
12. Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. <i>Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i>							✓	
13. Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>			✓		✓			
14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. <i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO</i>					✓			

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2010-2011								
<i>assessment processes in order to make progress towards "proficiency" in this area by 2012.</i>								
TOTALS 14 Institutional Objectives	2	0	3	1	8	3	3	0

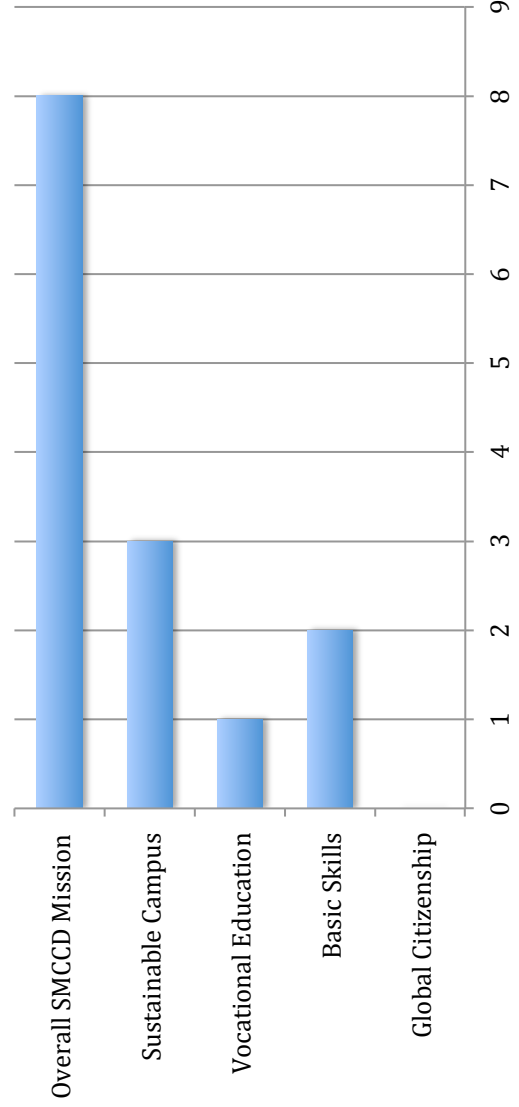
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2010-2011 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 8 Overall SMCCD Mission
- 3 Sustainable Campus
- 2 Basic Skills
- 1 Vocational Education
- 0 Global Citizenship

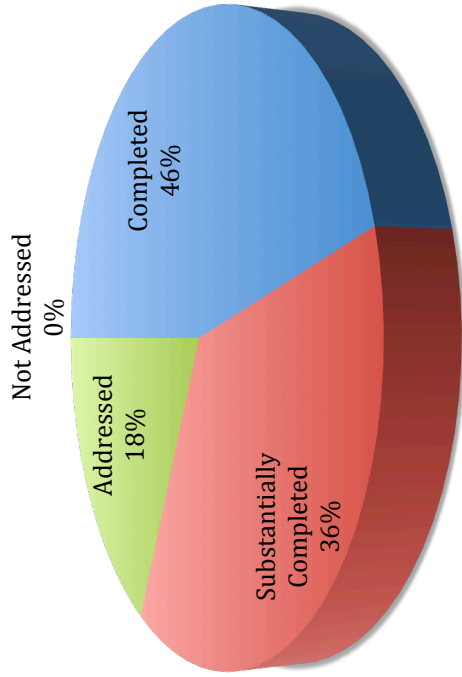
Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2011-2012</p>								
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓						✓					
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		✓					✓					
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..							✓					
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.							✓					
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.											✓	
TOTALS 11 Institutional Objectives	2	1	2	0	0	5	4	2	0	2	0	0

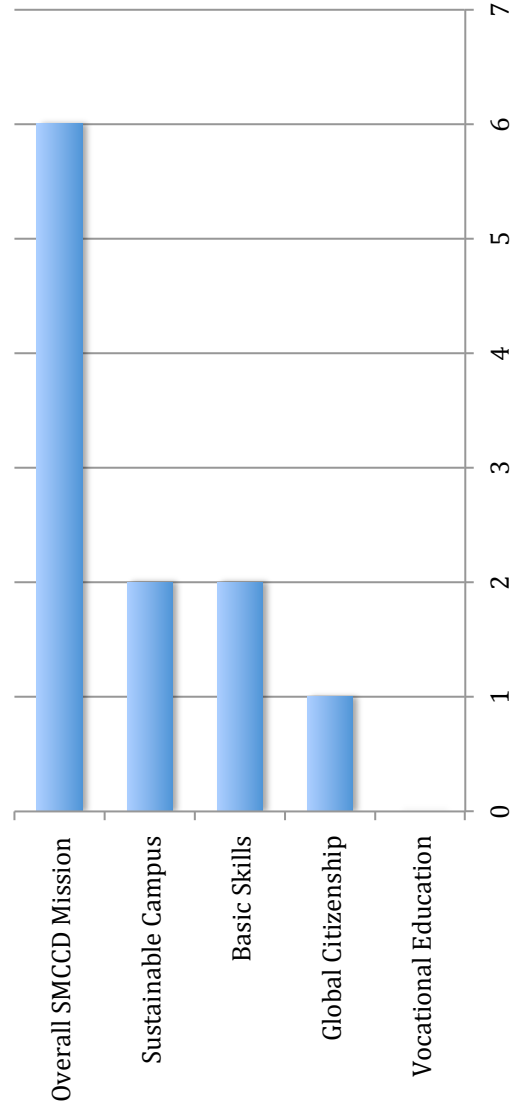
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

- 5 Completed
- 4 Substantially Completed
- 2 Addressed
- 0 Not Addressed

Institutional Objectives, 2011-2012 Related to Overall Mission and Strategic Initiatives



11 Institutional Objectives

- 6 Overall SMCCD Mission
- 2 Sustainable Campus
- 2 Basic Skills
- 1 Global Citizenship
- 0 Vocational Education

Santa Monica Community College District

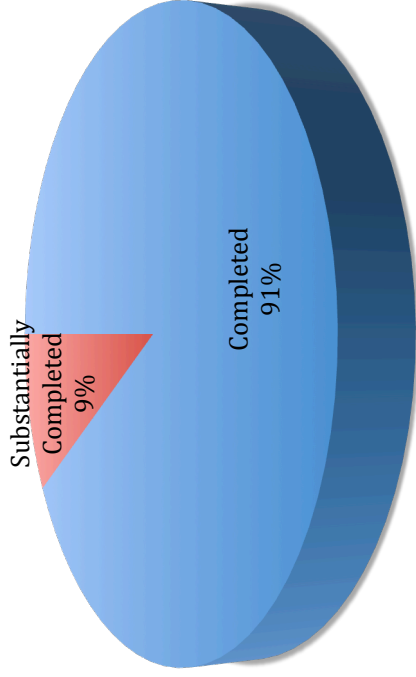
Eight-Year Study of Institutional Objectives

Mapped to Strategic Initiatives, College Priorities and Level of Completion

Strategic Initiatives	College Priorities					Completion Status			
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2012-2013	GRIT								
	Institutional Imagination (I3)								
	1. To identify and implement strategies to assist programs in maintaining a web and social media presence.				✓				
	2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.				✓				
	3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.	✓			✓				
	4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.	✓			✓		✓		
	5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.	✓					✓		
6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.	✓					✓			
7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.	✓					✓			

Strategic Initiatives	College Priorities					Completion Status				
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2012-2013	GRIT									
	Institutional Imagination (I3)	✓				✓				
		✓				✓				
						✓				
8. To develop a plan for organizing and institutionalizing a strategic initiative called I3 (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.						✓				
9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.						✓				
10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.						✓				
11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.						✓				
TOTALS						3	4	2	0	0
11 Institutional Objectives						10	1	0	0	

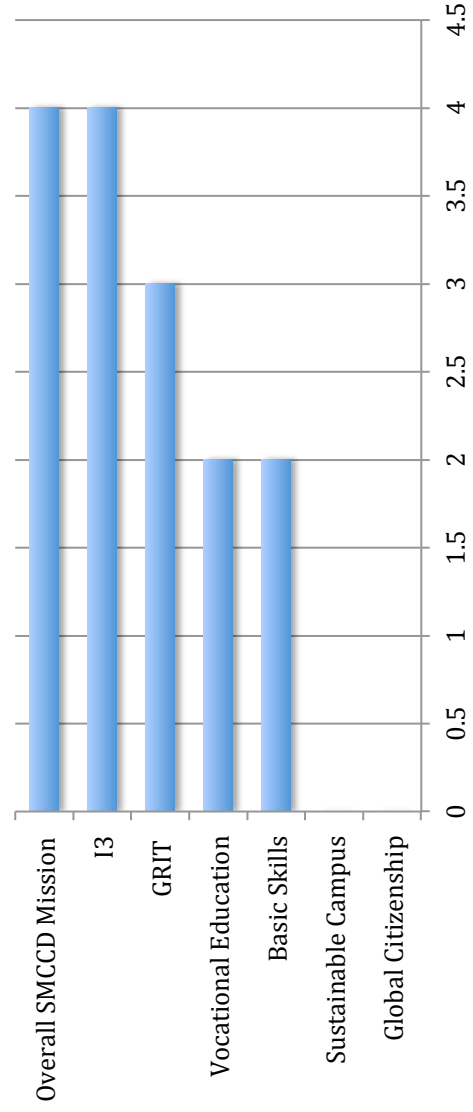
Institutional Objectives, 2012-2013 Level of Completion



11 Institutional Objectives

10 Completed
 1 Substantially Completed
 0 Addressed
 0 Not Addressed

Institutional Objectives, 2012-2013 Related to Overall Mission, District Priorities and Strategic Initiatives



11 Institutional Objectives

4 Overall SMCCD Mission
 4 Institutional Imagination (I³)
 3 GRIT
 2 Vocational Education
 2 Basic Skills
 0 Sustainable Campus
 0 Global Citizenship

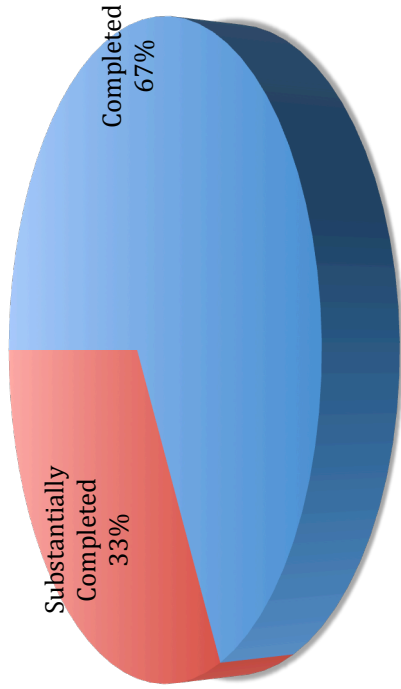
Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2013-2014</p>											
1. To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.							✓				
2. To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.				✓				✓			
3. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.				✓					✓		
4. Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.	✓		✓			✓					
5. To further implement the Institutional Imagination Initiative (I3) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.		✓						✓			
6. To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.	✓		✓					✓			
7. To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.										✓	
8. To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.					✓						✓

Strategic Initiatives	College Priorities				Completion Status				
	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2013-2014	GRIT	✓				3	2	0	0
	Institutional Imagination (3)	✓				2	3	0	0
9. To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy	✓			✓		6	3	0	0
TOTALS 9 Institutional Objectives									

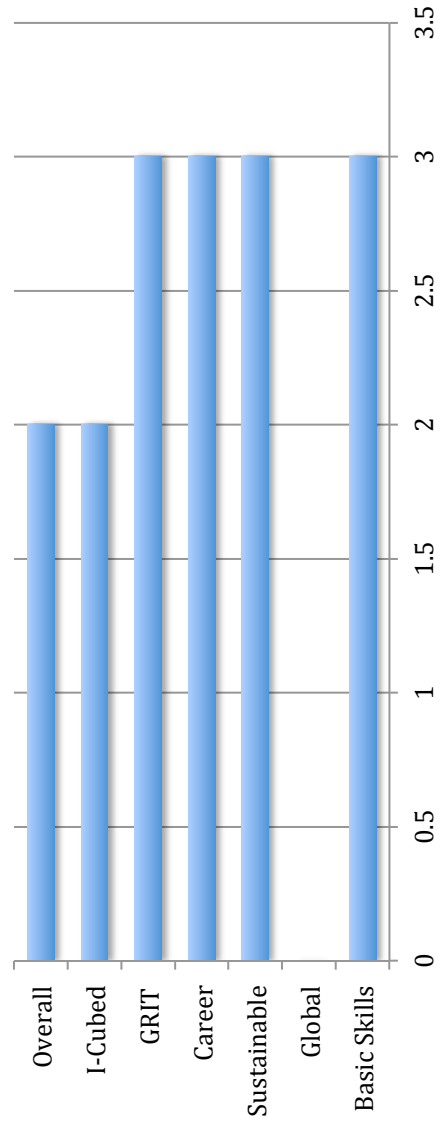
Institutional Objectives, 2013-2014 Level of Completion



9 Institutional Objectives

- 6 Completed
- 3 Substantially Completed
- 0 Addressed
- 0 Not Addressed

Institutional Objectives, 2013-2014 Related to Overall Mission, District Priorities and Strategic Initiatives



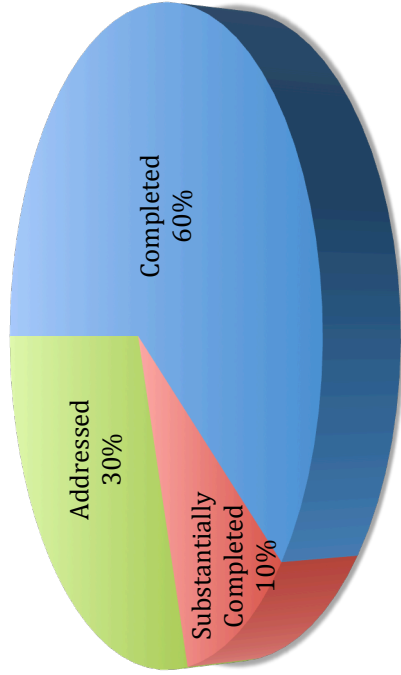
9 Institutional Objectives

- 3 Institutional Imagination (I³)
- 3 Basic Skills
- 3 Career Technical Education
- 3 Sustainable Campus
- 2 GRIT
- 2 Overall SMCCCD Mission
- 0 Global Citizenship

**Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion**

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2014-2015</p> <p>Please note: Institutional Objectives are developed annually to address specific priorities for the year. College programs and activities that have been institutionalized or are addressed through other planning processes may not be represented.</p>											
1. To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.						✓	✓		✓		
2. To develop and implement strategies to improve the CTE completion rate.						✓	✓				
3. To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.						✓	✓				
4. To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.						✓	✓				
5. To develop and implement strategies to address the “softening” of enrollment demand.		✓				✓	✓				
6. To identify and address logistical challenges facing students using instructional support services.			✓			✓	✓		✓		
7. To conduct an assessment of the College’s compliance with ADA Section 508 requirements and develop a plan to address any findings.						✓	✓				
8. To define and assess the College’s capital improvement needs relative to the Facilities Master Plan.				✓		✓	✓		✓		
9. To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.	✓	✓	✓			✓	✓				
10. To enhance the documentation and review process for Institutional Imagination Initiative (I3) projects to include implementation and assessment results.		✓				✓	✓				
TOTALS	1	3	2	0	1	1	9	6	1	3	0
10 Institutional Objectives											

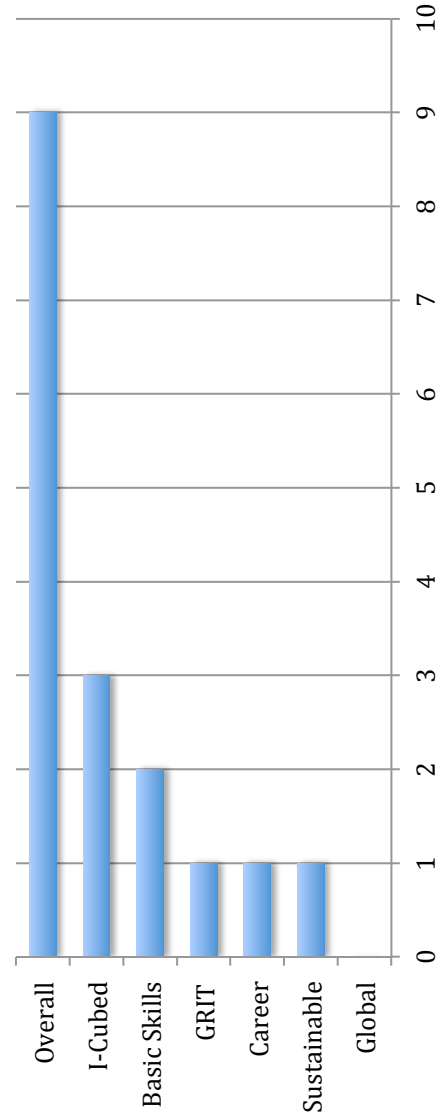
Institutional Objectives, 2014-2015 Level of Completion



10 Institutional Objectives

- 6 Completed
- 1 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2014-2015 Related to Overall Mission, District Priorities and Strategic Initiatives

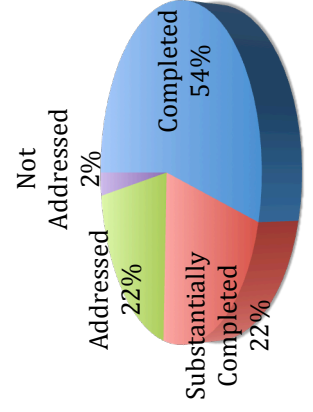


10 Institutional Objectives

- 9 Overall SMCCCD Mission
- 3 Institutional Imagination (I³)
- 2 Basic Skills
- 1 Career Technical Education
- 1 Sustainable Campus
- 1 GRIT
- 0 Global Citizenship

Santa Monica Community College District

Strategic Initiatives		Overall SMCCD Mission				College Priorities				Completion Status				
		GRT	Institutional Imagination	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed			
INSTITUTIONAL OBJECTIVES														
2006-2007 – 2014-2015														
2006-2007 TOTALS				26	2	0	2	1	12	9	7	3		
31 Institutional Objectives														
2007-2008 TOTALS				26	6	1	5	3	27	6	7	1		
41 Institutional Objectives														
2008-2009 TOTALS				29	6	4	9	4	26	8	17	1		
52 Institutional Objectives														
2009-2010 TOTALS				10	1	1	1	1	4	7	3	0		
14 Institutional Objectives														
2010-2011 TOTALS				8	2	0	3	1	8	3	3	0		
14 Institutional Objectives														
2011-2012 TOTALS				6	2	1	2	0	5	4	2	0		
11 Institutional Objectives														
2012-2013 Totals		3	4	4	2	0	0	2	10	1	0	0		
11 Institutional Objectives														
2013-2014 Totals		3	2	2	3	0	3	3	6	3	0	0		
9 Institutional Objectives														
2014-2015 Totals		1	3	9	2	0	1	1	6	1	3	0		
10 Institutional Objectives														
2006-2007 – 2014-2015 TOTALS		7	9	120	26	7	26	16	104	42	42	5		
193 Institutional Objectives														



**Significant Trends and Observations and Recommendations of the
Institutional Effectiveness Committee in 2014-2015
May 27, 2015**

The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the program review and institutional planning processes. During the 2014-2015 academic year, the IE Committee:

- Examined the Santa Monica College's performance on the 2015 Institutional Effectiveness Dashboards, the Student Success Scorecard, and the new Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators;
 - When looking at the Dashboards, particular attention was paid to the data indicating an equity gap;
- Analyzed Institutional Learning Outcomes (ILO), core competency, and degree/certificate program data;
- Reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs); and,
- Drafted and reviewed the College's response on the ACCJC Annual Report.

The Committee presents four recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2015-2016 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data for decision-making and planning processes.

Recommendations:

- 1) **The IE Committee recommends that the College assess the campus climate.** To comply with the White House recommendation related to addressing sexual assault on college and university campuses, Santa Monica College conducted a survey of students to gauge the prevalence of sexual assault at the college and assess students' attitudes and awareness about this issue. The purpose of the survey was to help the college better understand the scope of the problem and to develop practices and programs to respond more effectively when a student is assaulted. A total of 1,766 surveys (paper-based and online) were completed by students between March 22nd and April 6th, 2015. The pilot survey is only the first step in assessing campus climate. The IE Committee recommends that the college conduct further research to obtain more in-depth student feedback on sexual assault incidents, evaluate other dimensions of campus climate, and include employee groups in the assessment of campus climate.
- 2) **The IE Committee recommends that the College implement a system to evaluate existing professional development opportunities and recommend additional professional development activities and opportunities.** It has been a challenge to assess the effectiveness of professional development activities reliably, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development has been defined as a "future indicators" of the Supportive Collegial Goal of the Institutional Effectiveness Dashboard. This indicator is important as one of the recommendations from SMC's 2010 accreditation visit directly relates to establishing a professional development evaluation process that "recognizes and serves all members of the college community and that leads to the improvement of teaching and learning".

- 3) **The IE Committee recommends that the College explore opportunities to more accurately and completely track job placement of Career Technical Education (CTE) students.** Data from the 2015 Institutional Effectiveness Report reveal that the job placement rate for students enrolled in the most recent cohort (2011-2012) was 52.2%, which is 7.1% below the institution-set standard of 59.3%. The College's performance on this indicator may be negatively impacted by the fact that the methodology used to calculate job placement rate does not take into account self-employment data, and many of the CTE programs offered at SMC train students in industries that lead to self-employed or contract positions.

- 4) **The IE Committee recommends that the College implement strategies to assist instructional departments in defining and assessing institution-set standards for degree/certificate programs.** An accreditation standard requires that all colleges establish institution-set standards for student achievement at the college-level and for all degrees and certificates. Institution-set standards are the baselines below which the institution does not want to fall. Currently, the College has defined institution-set standards and monitors performance against those standards for 22 institution-level metrics of student achievement. These standards are published in the annual Institutional Effectiveness Dashboard. However, the College has not yet defined expected performance levels for degrees and certificate.

SMC Technology Objectives 2015-2016

Objective 1 Student Workstation Replacement and Cascading

Plan, evaluate, and implement student workstation replacement to keep student computer equipment up-to-date. All student computerized classrooms and labs are updated to base-line level Dell GX745 (or equivalent) with either upgraded computers or virtual desktop solutions. Student workstations due for replacement this year includes: Business Building (CSIS computerized classrooms and open labs), Bundy LRC, Emeritus and English classrooms.

Contact: Steve Peterson
Budget: \$670K (Plan A), \$376K (Plan B)
Status: Pending

Objective 2 Campus Wide Software Needs

District committed funds for identified core requirement of campus-wide software such as Microsoft campus agreement, anti-virus/malware software, and other system management tools. The recent Adobe campus-licensing model is a great opportunity to enable all District computers to freely utilize Adobe CS suite product. See detail campus-wide software inventory list.

Contact: Steve Peterson
Budget: \$115,000
Status: In Progress

Objective 3 Faculty Curriculum Development Workstation and staff computers Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX745 or equivalent computers are available for faculty/staff replacement computer requests. There are approx.30 new computers required for new full-time faculty and at least 30 replacement required for this year.

Contact: Steve Peterson
Budget: \$250,000
Status: Pending

Objective 4 Instructional Technology for the Smart Classroom and Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were identified in the previous year.

Contact: Al DeSalles
Budget: \$250K
Status: Pending

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: \$6,000
Status: Pending

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.

Contact: Steve Peterson
Budget: \$65,000
Status: Pending

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.

Contact: Patricia Ramos (Instructional), Steve Peterson (Technology)
Budget: CTE grant
Status: In progress

Objective 8 Campus-wide network infrastructure upgrade - continued from 2014-2015

To complete the implementation of College network 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. An Internet redundant ISP feed is planned to be implemented via the AET new site. The new feed is expected to increase Internet bandwidth and reliability. Network team is also planning to upgrade College Firewall and domain infrastructure to improve network services' security and efficiency.

Contact: Bob Dammer/Dan Rojas
Budget: Construction/Infrastructure Fund
Status: In progress

Objective 9 Campus-wide virtualization desktops implementation

The technology technical team evaluated the virtual application/desktop technology and selected Citrix as the pilot implementation solution. The pilot/first phase project includes GIS virtual lab, Library virtual workstations, student kiosks and sign-in stations and classroom podium/multimedia carts virtual workstations. GIS lab, student kiosks and sign-in stations are scheduled to complete in 2014-2015. CSIS, Library, and classroom podium/ multimedia carts are in the plan to be enabled as soon as possible.

Contact: Joshi John
Budget: District funds and staff development resource
Status: Implementation in progress

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time. Major projects identified include: customer relationship management (CRM) Target-X, Queue management system (QLess), and Perceptive scanned transcript-processing system to support Student Success Support Program. A comprehensive student accounting system is also being considered.

Contact: MIS Staff
Budget: SSSP/BFAP/District funds and staff resource
Status: In progress

Objective 11 Support Student First Year Experience to implement student/faculty mobile device management system and technical support

As mobile devices are widely adopted, faculty, staff, and students are either bringing in their own devices or use College mobile devices for business productivity and personal use. The College established network/computer use policy requires frequent review and update. Mobile devices (both College owned and personal owned) and associate security policy needs to be developed to guide users on security awareness, technology best practices, and effective usage.

Contact: Dan Rojas
Budget: TBD
Status: Planning

Objective 12 Implementation of new College main Data Center

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. The contraction of the data center was completed at the end of 2014-2015. The IT team plans to purchase updated network and server infrastructure and move all technology services seamlessly from the legacy server room in Drescher to the new datacenter facility.

Contact: Bob Dammer/Lee Johnston
Budget: Construction Infrastructure Fund
Status: In progress

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to enhance user support experience.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development. Service-Now cloud-based software is subscribed as the solution to streamlines IT support procedures and provide users with an online support mechanism. Also included in the software is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.

Contact: Bob Dammer
Budget: \$25,000
Status: In progress

Objective 14 MIS Information System Application Migration

Plan, evaluate, and implement the next generation of the College Student Information Systems. Current Oracle Developer Suites will be de-supported. The project requires comprehensive project plans, include the evaluation/select of new develop tools, staff training, system design and prototyping, as well as a complete migration process.

Contact: MIS Staff
Budget: Pending
Status: Planning

Objective 15 Implementation of staff/faculty Identity Management (IM) to streamline employee new hire/position changing/separation technology authorization process

Facilitate staff/faculty technology resource provisioning process with an automated Identity Management system. The result facilitates employees to efficiently gain authorized access to network/software/phone/door entries and other technology resources.

Contact: MIS Staff
Budget: Pending/MIS/Network Services Staff Resources
Status: Pending

Objective 16 Support the technical implementation needs for the Chancellor's Office System Online Education Initiative

Contact: TBD
Budget: State OEI offerings and District fund
Status: Pending

Objective 17 Support technical implementation of campus safety technology plan – continued from 2014-2015

Multiple campus safety measures that involve technology implementations, which require the selection of appropriate technology solutions, new procedural definitions, and process flows are being reviewed/updated/implemented. An emergency notification system was implemented in 2013-2014. Updated surveillance camera and electronic door access systems were evaluated and planned in 2014-2015. The primary implementation effort is taking place in 2015-2016.

Contact: Bob Dammer
Budget: Security bond fund
Status: In progress.

Objective 18 College technology resource D/R and B/C (Disaster Recovery and Business Continuity) plan

Evaluate, plan, and implement the disaster/recovery and business continuity process of SMC mission critical technology services, such as website, faculty/student ISIS portal access, and other identified needed technology resources during a disastrous event.

Contact: Bob Dammer
Budget: Pending
Status: Solution evaluation and proposal

Capital Outlay Program Update

Introduction

The District's capital outlay program consists of larger non-maintenance projects that are generally over \$100,000, typically financed by local taxpayer approved bonds. The capital projects include new buildings, replacement buildings, renovations, property acquisition, parking, site work, landscaping, infrastructure, security, and technology.

Over the last several decades, Santa Monica and Malibu voters have approved four safety and modernization bond measures in support of the college's career and academic programs:

Proposition T	1992	\$ 23,000,000
Measure U	2002	\$160,000,000
Measure S	2004	\$135,000,000
Measure AA	2008	\$295,000,000

By way of background, local bonds financed the original Main Campus, built in the 1950s and 1960s. However, in subsequent years until 1992, the District depended primarily on limited state funding, so only a few large projects were built. After the 1994 Northridge Earthquake and the extensive damage to the Main Campus, the District received federal FEMA support for rebuilding which started the current era of major construction on the campus.

In addition to the local bonds listed above, there has been significant financial support from federal, state and city sources along with the District's own capital funds.

The 1998 Facilities Master plan was a major effort in guiding the modernization and development of the Main Campus after the Northridge earthquake. Additional facility assessments were conducted in 2001, 2002, and 2003. In 2007, a master plan was added for the development of the Bundy Campus. In 2010, an update of the Facilities Master Plan was completed to address other safety and modernization improvements on the Main Campus and to incorporate the satellite campuses.

Highlights of the completed projects include the purchase of the Bundy Campus and Emeritus College, and the construction of the Theatre Arts, Broad Stage, HSS Building, Campus Quad and Information Technology. Projects currently in planning or construction include a new Child Development Center, a Malibu Campus, a Health, PE, Fitness and Dance Complex, Student Services, and a redeveloped Academy of Entertainment & Technology Campus with new facilities for KCRW.

The following chart shows the larger projects starting in 2002 with the total project cost:

Project	Funding Source	Total Cost	Status 6/30/13
Purchase of Bundy Site	U	\$30,280,878	Completed 2002
Emeritus College	U, SMC Foundation	\$9,603,782	Completed 2003
Purchase of 1738 Pearl Street	U	\$749,208	Completed 2003
Library Renovation & Expansion	T, State, FEMA	\$23,600,000	Completed 2003
PE/Dance/Athletics Office Relocation	U	\$2,797,033	Completed 2004
Math Complex	U	\$1,458,690	Completed 2004
Bundy Campus West Building	U	\$23,880,005	Completed 2005
Malibu Storm Water Infrastructure P-I	S	\$2,500,000	Completed 2005
Renovation of Theatre Arts	U	\$19,544,314	Completed 2006
Music Complex - Performing Arts	U	\$4,629,484	Completed 2007
HSS North/South	U, State, FEMA, City	\$29,240,945	Complete 2006/7
Shuttle Parking Acquisition & Constr.	U	\$18,969,509	Completed 2007
Malibu Storm Water Infrastructure P-II	S	\$2,500,000	Completed 2008
Broad Stage - Performing Arts	S, SMC Foundation	\$40,690,201	Completed 2008
Athletic Fields - John Adams	S	\$2,969,807	Completed 2008
Main Campus Quad	U	\$11,388,463	Completed 2008
Bundy New Driveway & Signal	S	\$3,825,841	Completed 2009
Athletic Fields - Corsair Field	S	\$4,440,065	Completed 2009
Pico Phase I - Lot 6 & Structures	S	\$1,018,009	Completed 2009
Infrastructure & Safety Phase I	U	\$4,003,084	Completed 2010
Purchase of 1516 Pico Blvd.	AA	\$1,748,667	Completed 2010
Purchase of 1510 Pico Blvd.	AA	\$4,009,228	Completed 2011
Purchase of 919 Santa Monica Blvd.	AA	\$9,029,287	Completed 2011
Bundy West Building Classroom Completion	AA	\$3,162,183	Completed 2012
Library Village Relocation & Bike Park	AA	\$1,448,275	Completed 2013
Bundy/Airport Parking	AA	\$2,035,375	Completed 2013
Information Technology	AA	\$21,827,508	Under Construction
Media & Technology – Academy Site	AA	\$91,919,056	Under Construction
East Wing - Performing Arts Center	AA	\$23,016,844	Under Construction
Health, PE, Fitness, Dance, Cent. Plant	S, AA	\$50,481,474	Bids Received
Security and Fire Alarm Upgrade	AA	\$9,570,794	In Design
Central Plant Loop Connections	AA	\$9,486,271	In DSA
Child Development Center	AA, City	\$13,176,578	In Design
Malibu Campus	S, AA	\$21,775,991	In DSA
Student Services	U, S, AA	\$109,862,122	In Design
Drescher/Pico Promenade	AA	\$2,442,585	Future Project
Math and Science	AA, State	\$87,944,336	Future Project
Career Opportunity Center	AA	\$0	Future Project

Section I – Detailed Project Information - Completed Projects:

Note: Project descriptions for projects completed in the past have not been updated, even if use or function may have changed since construction.

Emeritus College

Project Description: Emeritus College, a program designed for lifelong learning, was located in a rented storefront on the first level of a parking garage on 2nd Street. The program long ago outgrew its former home. The first use of Measure U bond funds was the purchase of a newly constructed four-story building further north on 2nd Street. This building gave Emeritus College a permanent home with room to accommodate all its programs including a computer room, exercise studios and art classroom. There is also a large multipurpose room on the first floor for lectures, films and productions. The building shell was completed when the District purchased the building and the interior improvements were completed by the College.

Project Schedule: *Completed 2003*

Project Bond Allocation: \$8,909,940, Total Project Cost \$9,603,782

Funding Sources: Measure U, SMC Foundation

Library Renovation and Expansion

Project Description: SMC's main library which was damaged in the 1994 Northridge Earthquake was seismically upgraded, modernized and expanded. The project added more book area, more study space and a large computer lab. Seating for students was more than doubled.

Project Schedule: *Completed 2003*

Project Bond Allocation: \$23,600,000

Funding Sources: Measure T, State, FEMA

Relocate Kinesiology, Dance, Recreation and Athletics

Project Description: The former offices of the Kinesiology, Dance, Recreation and Athletics departments were in a temporary building installed in 1976. The temporary buildings had numerous maintenance problems and code deficiencies. The College removed these buildings to create open space on the campus. The project resulted in a similar amount of offices and added a conference room and workroom to make a more useable office facility. The offices are on the second floor of the gymnasium complex where the east bleachers of the stadium used to be located making better use of the limited ground space on the campus.

Project Schedule: *Completed 2004*

Project Bond Allocation: \$2,797,033

Funding Sources: Measure U

Library Village Renovation – Math

Project Description: With the completion of the Library, the "Temporary Library" was made available for renovation. The Math department was working out of temporary buildings that were set up after the 1994 earthquake. Those buildings were removed to make way for the Liberal Arts – South Building. With this renovated facility, all of the Math department is located in one building with additional classroom and lab facilities.

Project Schedule: *Completed 2004*

Project Bond Allocation: \$1,458,690

Funding Sources: Measure U

Bundy Campus (Former BAE Systems Site next to Santa Monica Airport)

Project Description: The 1998 Santa Monica College Facilities Master Plan proposed that additional property be purchased for instructional facilities and parking. In December 2001, the SMC Board of Trustees approved the purchase of the 10.4 acre parcel of land south of the Santa Monica Airport owned and occupied by BAE Systems with about 1,200 employees. BAE accessed the property through two vehicular entrances through the Santa Monica Airport and one on Stewart Avenue. In May 2003, BAE Systems ceased occupancy. In July 2003, the SMC Board of Trustees approved certain property improvements, including roadway access to the lower portion of the property from Bundy, safety modifications, and utility relocations.

In September 2003, SMC began an ongoing series of neighborhood meetings with nearby residents. These meetings resulted in consensus for a 10-foot sound wall on the perimeter of the property along both the Stanwood Place and Stewart Avenue sides of the campus, along with hundreds of new trees and new landscaping. These improvements addressed quality of life issues by creating a buffer between the College and the residential neighborhood. The College intended to prohibit both vehicular and pedestrian access to the campus from Stewart Avenue (excepting emergency vehicles) and required all access from either Bundy or Airport Avenue.

In March 2004, the SMC Board of Trustees approved the demolition and removal of Building #1, a very large one-story manufacturing and warehouse building; the demolition and removal of Building #3, a smaller one-story manufacturing building; the renovation of Building #4 (West Building), the four-story office building; and additional landscaping improvements. The removal of the manufacturing and warehouse facilities resulted in a reduction of 100,000 square feet of building space on the property. In accordance with CEQA, the Board of Trustees adopted a Mitigated Negative Declaration in connection with its approval of the adaptive reuse of Building #4. The four-story building is used for SMC's Nursing program, Early Childhood Education program, Continuing Education program, and one floor for general education classes.

In July of 2004, construction commenced on a complete renovation of the West Building. The building was finished and opened for classes in summer of 2005.

In January of 2005, the Board of Trustees approved a group of architects and consultants to plan the long-term future of the site. A number of meetings were held with faculty, staff, students and community members to review possible future uses for the site. A master plan, environmental impact report and traffic study were approved by the Board in February of 2007.

Part of the master plan included a new traffic signal to enhance the safety of those entering the campus. The City of Los Angeles approved a new traffic signal and driveway for the campus.

Project Schedule: *West Building Completed 2005*
 Master Plan and EIR Completed
 Traffic signal and driveway, Completed 2009

Project Bond Allocation: West Building: \$23,880,005 (Includes related site work)
 Driveway and traffic signal \$3,825,841

Funding Sources: Measure U and S (Driveway and Signal)

Renovation, Theater Arts

Project Description: Originally designed as a small children's theater and a radio theater, the Little Theater (later called the Main Stage) at Santa Monica College was first occupied in 1952.

It received some minor remodeling and renovation over the years but was never modified to accommodate its current use as a facility for the production of drama and musical theater. Its physical limitations severely restricted the type of productions which were presented, therefore limiting the experience of acting, directing, and technical theater students and restricting the creativity of students, faculty and staff. Along with numerous functional improvements, significant ADA and Fire Code upgrade and compliance measures were part of this project.

The project has full theatrical lighting and sound facilities, a larger stage with space above to fly scenery out of audience view, larger dressing rooms with showers and full costume shop. Scenery can now be built in the scene shop and moved to the stage, before all large scenery pieces were built on stage, limiting stage use for classes and rehearsals.

Project Schedule: *Completed 2006*

Project Bond Allocation: \$19,544,314

Funding Sources: Measure U

Music Complex

Project Description: The former Music Building was completed as part of the original campus in 1952. Since 1985, the SMC Music Department has added a symphony orchestra, concert band, and an opera workshop to its performance group offerings as well as increasing the number of applied music classes to include string, woodwind, brass and percussion classes as well as the piano, voice, recorder and guitar classes it has traditionally offered. The facility has 27 practice rooms instead of 14 in the former building. The additional practice rooms and support areas have significantly improved the quality of the educational experience for music students.

The Music department move was needed to make room for the planned Student Services complex which will take the ground space currently occupied by Music and the Amphitheater.

Project Schedule: *Completed 2007*

Project Bond Allocation: \$2,011,371, Total Project Cost \$4,629,484

Funding Sources: Measure U

Performing Arts Complex

Project Description: The Music and Performing Arts Complex, Madison Campus project is SMC's comprehensive teaching, exhibit and performance facility for the arts. Within the framework of SMC's overall mission, the facility strives to promote artistic excellence, creativity, collaboration, and the free exchange of ideas in an open, caring, challenging yet supportive community of learners, thereby building new and future generations of artists and audiences.

The Music and Performing Arts Complex serves as an academic institution, accommodating the arts education programs and departments of SMC and serving the College community through exceptional training in the performing arts. Throughout the academic year, the theater serves as a large classroom or lecture hall suitable for screenings, performance workshops, guest speakers, and other classroom activities and College-related uses.

The facility's intent is to present programs and performances that reflect the cultural diversity, the multiplicity of interests, and the full range of ages that characterize the students of SMC and the residents of the region. The theater hopes to set a new standard for artistic excellence for SMC students and to attract the highest caliber of visiting artists to the venue.

The theater is located on the 4.4-acre former Madison Elementary School leased from the Santa Monica-Malibu Unified School District for 66 years, at 1310 11th Street. The theater addition is about 34,000 square feet and the existing building is about 40,000 square feet. The facility has 541 seats and state of the art sound, lighting and production facilities. The project includes parking for 301 cars as well as improvements to the existing rehearsal hall.

Project Schedule: *Completed 2008*

Project Bond Allocation: \$37,697,625, Total Project Cost \$40,690,201

Funding Sources: Measure S and SMC Foundation

Earthquake Replacement Liberal Arts North

Earthquake Replacement Liberal Arts South

Project Description: The Liberal Arts Building, originally constructed in 1952, was extensively damaged during the 1994 Northridge Earthquake. The College determined that the replacement of the Liberal Arts Building was a more sensible, safe, and prudent course of action to take, rather than restoring the building back to its original 1952 configuration with respect to poor functionality, low technology and low efficiency.

The building has two wings, one for the history department and another for the social sciences. The first phase has nine classrooms and faculty offices, the second phase has 15 classrooms and faculty offices including lab and tutoring space. Each classroom is a “smart” classroom wired for computer and instructional technology.

The District has obtained funding from a variety of sources including federal, state and local (City of Santa Monica). Due to the funding timelines of the granting agencies the construction on one wing was started before funds were released for the second wing.

Project Schedule North: *Completed 2006*

Project Schedule South: *Completed 2007*

Project Bond Allocation: \$12,613,550, Total Project Cost \$29,240,945

Funding Sources: City of Santa Monica Earthquake Redevelopment, State, FEMA, Measure

Shuttle Replacement Parking

Project Description: The College has operated a shuttle parking lot at the Santa Monica Airport since 1988. This remote shuttle lot has played a major part in the college’s transportation management program. In November of 2005 the City of Santa Monica commenced construction of a public park at the Airport and temporarily moved the shuttle lot to a beach parking lot. The beach lot was not suitable for long-term use by the College and the City asked the College to leave the location after the spring semester. In January of 2007, the College completed a purchase of 2.35 acres from Verizon at the corner of Stewart and Exposition in Santa Monica. Soon thereafter construction commenced on a 220-space parking lot which opened for fall 2007.

Project Schedule: *Completed 2007*

Project Bond Allocation: \$18,969,509

Funding Sources: Measure U

Northwest Quad Development

Project Description: Santa Monica College has very limited land space. Over the years, both the number of students and the number of buildings have grown on campus. In addition to this, after the 1994 Northridge earthquake a large number of temporary structures were placed on the campus to hold programs that were dislodged from their original buildings for repairs and renovations.

With the planned removal of many of the temporary structures, the College had the opportunity to create some much need open space on the campus. In addition, the 1998 Master Plan called for the removal of the Amphitheater to make way for the planned Student Services complex. An area needs to be provided for student events that were formally held in the Amphitheater. The new Library, Campus Theater, and Liberal Arts face the new “quad” area creating a central focal point for this portion of the campus.

Project Schedule: *Completed 2008*

Project Bond Allocation: \$11,388,463

Funding Sources: Measure U

Campus Infrastructure/Safety

Project Description: The major portion of the Santa Monica College campus was opened in 1952. Much of the original infrastructure still remains. Some of the infrastructure was damaged in the 1994 Northridge Earthquake. Pieces of the original infrastructure have been repaired and replaced over the years on a piecemeal basis. Changes in technology have rendered much of the original infrastructure obsolete. In addition, changes in society require that additional efforts are needed to provide a safe and secure environment for the campus community. Other safety upgrades include earthquake retrofits.

This project updates the infrastructure for traffic, water, gas, sewer, electrical, fire and security based upon recent master planning efforts. It also includes a suitable facility for the College’s Information Technology area. The changes will be coordinated with building construction activity in the area. As part of the infrastructure project, the College will address circulation including improvement of the Pico Blvd. presentation, signage and way finding.

Project Schedule: *Substantially Complete*

Project Bond Allocation: \$4,003,084

Funding Sources: Measure U

Physical Education and Athletic Fields

Project Description: SMC currently offers credit classes in physical education, athletics, and kinesiology; non-credit courses in health and conditioning (through Emeritus College); and not-for credit courses in recreation and fitness (through Continuing and Community Education). Compared to most other campuses, SMC is deficient in field space. The Physical Education program lacks outdoor facilities available at other campuses, including a baseball field, a softball field, and a practice field for football, a soccer field, outdoor volleyball courts, and outdoor basketball courts. The District rents field space in order to offer some of these programs; however, there is insufficient field space in Santa Monica.

This project provided for field improvements and for the retrofit of existing College fields and athletic facilities or other fields available to the College for year-round usage. The first renovation was the John Adams Middle School Field. This field is shared by the College, Santa Monica-Malibu Unified School District, City of Santa Monica and community groups. The second field project was the SMC Corsair Field. All fields are made available for community use when not in instructional use.

Project Schedule: John Adams Middle School Field, *Completed 2008*

SMC Corsair Field, *Completed 2009*

Project Bond Allocation: \$7,409,872

Funding Sources: Measure S

Bundy West Building Classroom Completion

Project Description: Approximately 6,500 of unplanned space was left available when the West Building was completed at the Bundy Campus in 2005. With the expansion of the Workforce Development program along with the need for classroom swing space during construction at other sites, the vacant space was converted to academic use.

Project Schedule: *Completed 2012*

Estimated Project Cost: \$3,162,183

Funding Sources: Measure AA

Information Technology Relocation (Main Campus)

Project Description: The Information Technology department located in Drescher Hall supports the use of information systems on campus. The current server room can no longer support the power and air conditioning needs of the increasingly more powerful servers that are in use today. The plan is to move the department to a new building adjacent to the College's Media Center, which is located on the south end of the Library. Much of the campus technology infrastructure is already located in the Media Center, and the departments work cooperatively on many projects. The project will consist of a new 14,000 SF building and 11,000 SF remodeling of the existing Media Center. The space vacated in Drescher Hall will be converted to academic use as part of a future project.

Project Schedule: *Completed June 2015*

Estimated Project Cost: \$23,275,783

Funding Sources: Measure AA

Section II - Projects in Division of State Architect (DSA) Review

Malibu Site Acquisition and Facility

Project Description: In the 1970s and early 1980s, Santa Monica College offered about 70 general education classes and several non-credit classes in Malibu throughout a semester. Today, the program is limited to a few classes offered in school district buildings.

The recommended site acquisition and facility will be a classroom facility to provide general education classes, science, art and Emeritus College classes. There is also an interpretive center to highlight natural environment and history of Malibu and a Sheriff's sub-station. The District has worked cooperatively with the City of Malibu and the County of Los Angeles in planning a site at the Malibu Civic Center.

Project Schedule: In DSA

Estimated Project Cost: \$26,775,991

Funding Sources: Measure S, AA

Student Services Building

Project Description: In conformance with the 1998 SMC Adopted Master Plan, this project will combine and provide improved user access to various student services and some administrative functions.

The new Student Services portion of this proposed building will facilitate the centralization of all Student Services operations that are also presently dispersed throughout the campus and housed in temporary buildings. This project provides office and service space for approximately 25 Student Services functions.

The Administration portion of this proposed project will house Academic and Student Services administrators to be integrated along with the Student Services functions to provide a one-stop service delivery location. The new building will be sited near the Pico Boulevard main entrance to the SMC campus and thereby provide immediate access for students and members of the college community.

This proposed project also includes accommodation for vehicular access/egress, and underground parking, all in compliance with the Master Plan goal to provide more below grade vehicle parking at the main campus.

Project Schedule: *Phase I completed*; Phase II in DSA

Estimated Project Cost: \$109,862,122

Funding Sources: Measure S, U and AA

Section III – Projects in Construction

East Wing Earthquake Renovation – Performing Arts Campus

Project Description: During the construction of other improvements recently at the Performing Arts Campus (formerly the Madison site), it was discovered by the engineers that earthquake renovations required after the 1933 Long Beach Earthquake were never performed. The new facility will consist of a large multipurpose room to house Music Department rehearsal and performances plus other special event. On the upper level there will be two specialized music classrooms, one for piano and one for voice.

Project Schedule: In Construction, estimated completion February 2016

Estimated Project Cost: \$23,016,844

Funding Sources: Measure AA

Replacement Health, Fitness, Dance, and PE Building plus Central Plant (Main Campus)

Project Description: The systems of the existing building are in poor condition and the fire safety system needs upgrading. A new replacement building would also provide today's more specialized fitness and individual sports labs, as well as remedy an existing deficiency in support facilities for women and an existing deficiency in practice and demonstration rooms for dance. The new building consists of athletic facilities, fitness center with climbing wall, fitness studios and dance studios.

Since this building is located in the center of campus, it is an ideal location for the central cooling plant which is an energy efficiency project designed to generate chilled water for efficiently for air cooling in buildings throughout the main campus.

Project Schedule: In Construction, estimated completion December 2016

Estimated Project Cost: \$50,481,474

Funding Sources: Measure S, AA, State Energy Incentives, Energy Cost Savings

Media and Technology-Driven Programs Complex (Academy Campus)

Project Description: The College operates a variety of programs in the digital arts, media, communication, and broadcasting fields. These programs currently reside in 1950s era buildings that cannot support the modern infrastructure necessary for digital and online programs. A new Media and Technology complex is proposed to house these digital technology-intensive programs. The facilities will have the data, communications, electrical, and ventilation systems necessary to support these programs in the future. The proposed location is a campus site in the heart of Santa Monica's media and entertainment district where some of SMC's existing digital arts programs are housed. One phase of the project would renovate and add additional space to the existing building to house and expand SMC's Communication programs. An additional phase would relocate the College's radio station KCRW, which has outgrown its space, into a new building on the site. Moving KCRW, a nationally-recognized leader in new media and online delivery, to this site would provide a dynamic asset to SMC's current and future media and technology-driven instructional programs.

Project Schedule: In Construction, estimated completion August 2016

Estimated Project Cost: \$91,919,056

Funding Sources: Measure AA, KCRW Foundation

Security and Fire Alarm

Project Description: To better protect student and staff during emergency situations the college is upgrading all its security systems, including access control, video surveillance, and intrusion alarms as well as its fire alarm and mass notification systems to newer digital technologies.

Project Schedule: In Construction, estimated completion December 2015

Estimated Project Cost: \$9,570,794

Funding Sources: Measure AA

Section IV – Projects in Active Planning Phases

Early Childhood Development Lab & Replacement Childcare Center

Project Description: SMC currently has no dedicated childcare facility and offers lab instruction through various local childcare providers. The District lacks a teaching laboratory facility in Early Childhood Education available at many other community colleges. This project provides for a childcare center for college students and the community plus a new Early Childhood Development Lab to be operated in conjunction with the childcare facility. The District will seek public agency, institutional, and non-profit partnerships in order to reduce capital costs and to operate the facility in a cost-effective manner. The City of Santa Monica is a partner in this project, providing the site at the Civic Center and a portion of the building funds.

Project Schedule: Received City of Santa Monica Approvals, In Design

Estimated Project Cost: \$13,176,578

Funding Sources: Measure S with City of Santa Monica

Energy Efficiency Projects

Project Description: This project provides for upgrades to existing and future District facilities, for energy efficiency, including the use of certain energy generation and cogeneration technologies, and to meet modern sustainability practice.

Project Schedule: Solar and Energy Efficiency Projects – In Planning

Estimated Project Cost: \$7,151,138

Funding Sources: Measure S, District Capital Funds, State Energy Incentives, Energy Cost Savings

Section IV – Future Projects

Projects not yet in active planning:

Replacement Math and Science Extension Building (Main Campus)

Project Description: The math department is currently operating in a temporary facility that is nearing the end of its life cycle. Additionally, new California regulations require an increase in minimum math competencies beginning in Fall 2009. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing program.

New Career Opportunity and Career Advancement Instructional and Job-Training Building (Bundy Campus)

Project Description: SMC's workforce development program is now regarded as one of the most successful in California. A new facility would provide the program with modern classrooms that can be adapted to ongoing need, including the one-stop services often required in training and working with employers to hire employees new to the workforce. The facility would house training programs provided by College, City, County, and other agency providers. The new facility would also allow SMC to provide advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies. The facility is included in the Bundy Campus Master Plan.

Drescher Hall: Academic Facilities Modernization, Pico Promenade

Project Description: A current project includes the transformation of the Pico Boulevard side of the campus. One component of this project is a remodel of Drescher Hall, built in the 1960s for the teaching of vocational trades. The building lacks modern infrastructure and is not easily accessible on the first floor. The Photography Department is currently split between this building and the Business Building. This modernization project consolidates the photo program in one location in Drescher Hall and accommodates an expanded use of digital photo technologies. Also, ESL (English as a Second Language) is currently in temporary facilities located at the far edge of campus. This project will consolidate ESL in Drescher Hall and provide an opportunity for program modernizations and improvements. The modernization will also provide a fire system upgrade.

This project would also make improvements to the college frontage on Pico including a transit plaza to serve the increasing number of students that take advantage of public transportation.



ANNUAL REPORT FOR 2014-15 Santa Monica College

INTRODUCTION

Santa Monica College continues to exemplify distinction in higher education, as an institution of innovation and excellence, one that nimbly and strategically evolves to meet shifting education and job training needs.

This year is a particularly significant one and the report that follows will illustrate the milestones achieved. While this list is noteworthy, it is equally important to note that SMC will never settle for the status quo in achieving the greatest standard of academic excellence for all our students, and ensuring that all who walk through our doors get what they need to succeed.

Here are key highlights:

- Santa Monica College made history as one of fifteen community colleges selected by the California Community Colleges Board of Governors to be part of the state's landmark Baccalaureate Degree Pilot (BDP) program, to offer a Bachelor's of Science Degree in Interaction Design.
- Our reputation as the leading job trainer in Los Angeles's Westside was also vastly enhanced by the role we played in forming an educational and industry LA-based consortium called "LA HI-TECH" which received \$15 million from the California Career Pathways Trust Grant and was recognized by President Obama's TechHire Initiative.
- Firmly believing that the essence of our excellence lies in our outstanding faculty, we hired 32 full-time, tenure track faculty members in 2014-15.
- 19 new credit courses, several in innovative new areas; one new Associate Degree and Certificate of Achievement; and three new Associate Degrees in Transfer (ADTs) were approved. 17 ADTs have been approved by SMC's Academic Senate and Curriculum Committee in response to the Chancellor's Office directive to have 14 ADTs approved by August 2015.
- SMC continues an unbroken 24-year streak as the No. 1 transfer institution to the University of California, UCLA, USC and Loyola Marymount University.
- We have benefited from a healthy, recovering state economy. The June 2015 adopted tentative budget projects 2014-15 to close with an ending unrestricted general fund balance of \$9.8 million or 6.39 percent (this includes a \$1.6 million deficit factor, which may be reduced significantly), and projects 2015-16 to close with an ending unrestricted general fund balance of \$20.2 million.
- SMC received its fourth consecutive clean audit without any findings – and this was also our eighth consecutive year without financial findings.

- Enhanced support from the state in the form of two new categorical funds – Student Success and Support Program (SSSP) and Student Equity – from which SMC received over \$3 million and over \$1 million respectively, has provided great impetus to our efforts to create an environment where *all* students are able to succeed. SMC’s Equity Plan was recognized as one of four statewide “exemplary plans.”
- In order to enhance our equity goals and allow more students – particularly from low income backgrounds – to benefit from scholastic opportunities and promote a college going culture, SMC’s Board of Trustees voted to exempt the \$46 enrollment fee for high school students attending SMC.
- SMC’s educational planning tool MyEdPlan won a Technology Focus Award from the Chancellor’s office. In less than a year, students and counselors have created over 17,500 education plans.
- This was a milestone year for several outstanding instructional and student support programs – Scholars celebrated its 30th year anniversary; Emeritus College: 40 years; Black Collegians: 25 years; our Nursing program: 50 years; and the Dale Ride Internship program celebrated 25 years. The longevity and continued success of these programs attest to SMC’s unflinching standards.
- Our Athletics department enjoyed a remarkable year with state championships won by SMC teams and athletes in men’s volleyball, women’s tennis, swimming and diving.
- SMC managed nearly \$5 million in grant funds – \$1 million more than the previous year – and received 16 new grant awards during the academic year, including a National Science Foundation grant for the Solar Photovoltaics Installation program and one from the S. Mark Taper Foundation for Guardian Scholars.
- In a loud affirmation of SMC’s commitment to sustainability and our bike-friendly culture, The League of American Bicyclists gave SMC a Bronze-level Bicycle Friendly University award. SMC is the first community college in California to get this award.
- A number of construction projects funded by bonds are in full swing – the new “design and media” campus on Stewart Street to house the new BS program and KCRW, among others; the East Wing of the Performing Arts Center; and the Health, PE, Fitness, and Dance project. The Information Technology building on Pearl stands substantially complete.
- The Broad Stage at the SMC Performing Arts Center celebrated its seventh year and opened its new season with the legendary Bobby McFerrin, South Africa’s Isango Ensemble, and Anna Deavere Smith, to name a few. The Broad Stage is recognized as one of LA’s most iconic venues and is now also one of LA County’s largest educational outreach providers.
- And, in a significant move, LA County Metro approved adding “Santa Monica College” to the name of the new light rail Expo Metro station at 17th and Colorado.

Most importantly, our academic programs, students and employees continue to do us proud – achieving national and international recognition in the form of the highest awards, fellowships, publications and accolades in their respective fields. Just one example is SMC student Jonah Okike-Hephzibah who became the fourth SMC student in five years to receive the prestigious Jack Kent Cooke Foundation Undergraduate Transfer Scholarship, the nation’s largest private scholarship for transfer students.

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2014-2015

During 2014-2015, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Vision, Mission, and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes. Following is a summary of 12 recommendations approved by DPAC during 2014-2015 grouped by its relationship to the Vision, Mission, and Goals – Supporting Goals.

- Goal 1 Innovative and Responsive Academic Environment**
Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community
 - #149-A Disaster Recovery/Business Continuity ProposalApril 8, 2015
 - #150-A Recommendation to Endorse Technology Vision Statement.....April 22, 2015
- Goal 2 Supportive Learning Environment**
Provide access to comprehensive student learning resources such as library, tutoring and technology.
Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.
- Goal 3 Stable Fiscal Environment**
Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources
- Goal 4 Sustainable Physical Environment**
Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.
 - #145-A Recommendation to Superintendent: (Electrical Vehicle Stations and air conditioning)..... December 10, 2014
- Goal 5 Supportive Collegial Environment**
Employ decision making and communication processes that respect the diverse needs of the entire college community
 - #142-A Recommendation to Superintendent: DPAC constituency groups to appoint representatives to President's Title IX Task Force..... October 8, 2014
 - #143-A Recommendation to Superintendent: President's Title IX Task Force to report findings and recommendations to DPAC October 8, 2014
- Organizational Functions**
 - #140-A Approval of the DPAC 2013-2014 Annual Report..... July 23, 2014
 - #141-C Approval of Master Plan for Education 2014-2015 Update..... August 27, 2014
 - #144-A Created an ad hoc workgroup to develop criteria for DPAC consideration October 22, 2014
 - #146-A Refer AR 4430 to Student Affairs Committee for review/revision December 10, 2014
 - #147-A Criteria for determining issues presented to DPAC for consideration..... December 10, 2014
 - #148-A Revised Vision, Mission and Goals.....March 11, 2015
 - #151-A Election of Vice-Chair, 2015-2016June 10, 2015